THE SURVEY

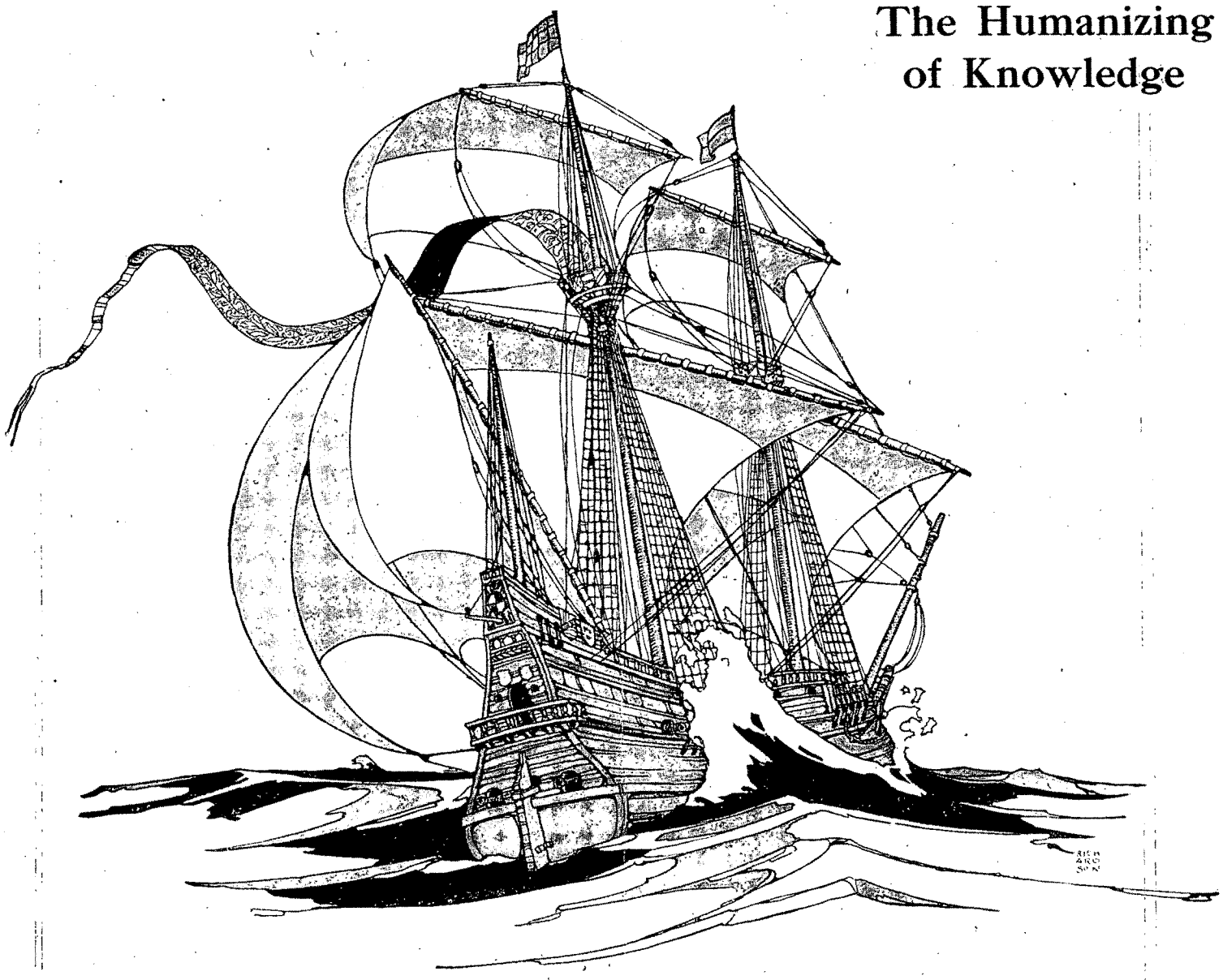
GRAPHIC NUMBER

SEPTEMBER 1, 1923

James Harvey Robinson

on

The Humanizing of Knowledge

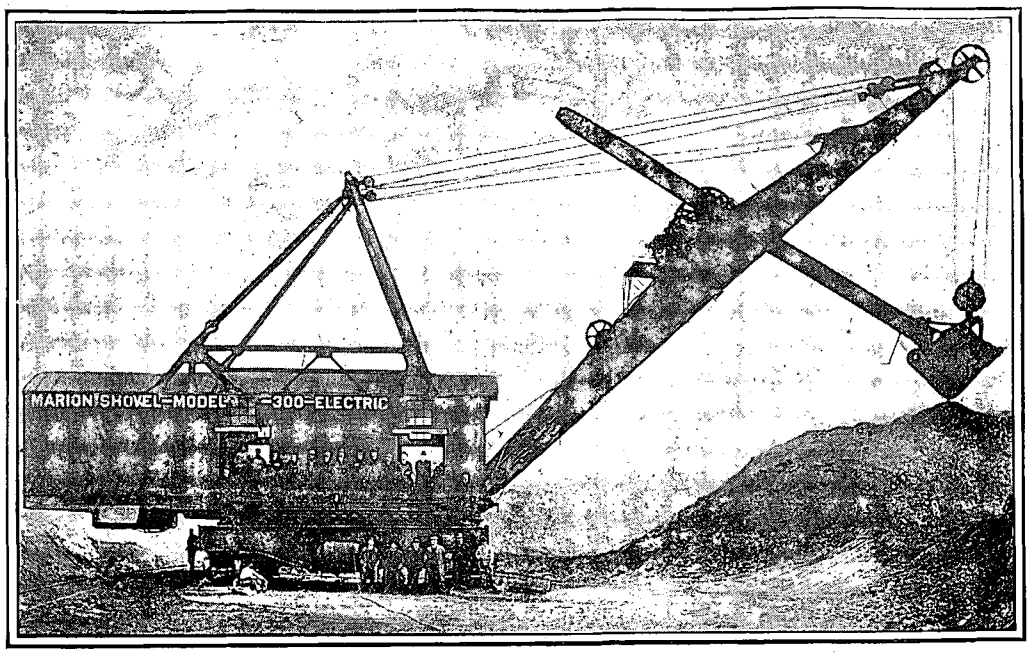


The School at the Crossroads

Articles by

EDWARD A. FITZPATRICK
CLARKE E. ANSLEY
JOSEPH K. HART
NORMAN H. MATSON

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



The largest one-man shovels in the world, equipped with General Electric motors, take eight dump cartloads at a bite, and can take a bite a minute.

Its shoulders never tire

A giant worker—excavating over three hundred thousand cubic feet a day! In three days, six hours and thirty-six minutes, it could handle material equal in cubic contents to the Washington Monument.

Think for how many centuries the world wasted its most precious possession—human lives—in labor that electricity can do!

General Electric Company makes many different types of motors, some small enough to wind a clock, some large enough to operate these giant shovels; but *all* designed to help electricity do more for human service at a lower cost.

GENERAL ELECTRIC

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SURVEY ASSOCIATES, Inc.

SURVEY GRAPHIC
Monthly

An illustrated magazine of social exploration, reaching out to wherever the tides of generous progress are astir. Subscription,

$3 a year

PUBLISHERS
112 EAST 19 STREET, NEW YORK CITY
Editor: PAUL U. KELLOGG
Associate Editors
BRUNO LASKER — HAVEN EMERSON, M.D.
JOSEPH K. HART — NEVA R. DEARDORFF
GEDDES SMITH — ROBERT W. BRUÈRE
HANNAH WHITE CATLIN
Contributing Editors
EDWARD T. DEVINE — GRAHAM TAYLOR
JANE ADDAMS — FLORENCE KELLEY
GRAHAM R. TAYLOR — JOHN A. FITCH
WINTHROP D. LANE — WILLIAM L. CHENERY
ARTHUR GLEASON — MICHAEL M. DAVIS, JR.
RUTH CRAWFORD — MARY ROSS
MARTHA BENSLEY BRUÈRE
President: ROBERT W. DEFOREST
Vice-Presidents
JULIAN W. MACK — V. EVERIT MACY
Secretary: ANN REED BRENNER
Treasurer: ARTHUR KELLOGG

THE SURVEY
Twice-a-Month

A journal of social, civic and industrial welfare and the public health. Subscription, including the twelve Graphic numbers

$5 a year

Vol. L, No. 11 — The Survey: Graphic Number — September 1, 1923

FIFTEEN years ago James Harvey Robinson's course on the intellectual history of Western Europe—a subject which it had not occurred to any other professor of history to incorporate in an orthodox curriculum—was drawing eager minds and provoking fascinated discussion in every corner of the Columbia campus. He was famous there not for his Introduction to the History of Western Europe, or Readings in European History, so much as for the dry humor and ironical clarity with which he demolished certain highly respectable obsessions and pointed the way to a fresh view of the intellectual life. In 1919 he was one of the group which set up in New York the New School for Social Research. The Mind in the Making carried his message to a vastly wider audience: he will pardon us for recalling that H. G. Wells found him the most stimulating mind in America. Survey readers have already expressed their judgment on this book by making it the best-seller in our book service.

EDWARD FITZPATRICK, the secretary of the Wisconsin State Board of Education and director of numerous educational investigations in Wisconsin—including the survey of continuation schools in 1921—laid the foundation for his present work by several years' experience as a public school and high school teacher in New York. For the last ten years or more he has been active in promoting Wisconsin's educational reforms: he drafted the first minimum wage law for teachers in that state in 1913; sponsored the law establishing a training school for public service at the University of Wisconsin, the Wisconsin educational bonus law, and the half-time school law for children in industry.

CLARKE F. ANSLEY, whose stimulating article on rural schools probes one of the foremost problems of American education, has edited a paper for farmer cooperators, The New State, and has been department head and dean in the State University of Iowa and a director of the New School for Social Research. "My farming experiences," he writes, "range from hired man through the list, including five years as first president of a settlers' association."

NORMAN H. MATSON is an editor of the Foreign Press Service and has been for several years in Europe.

"I KNOW the California Indian problem from six years' close touch with our natives," writes Sadye M. Hageman, whose article on the first Indian public school in California—which she taught for two years—adds another sidelight to the first-hand interpretation of the Indian question which The Survey has been building up by frequent articles from contributors who have lived and worked with one or another of the American Indian tribes.

CONTENTS

THE SCHOOL AT THE CROSSROADS
Wood-Cut . . . . . *J. J. Lankes* 558

THE HUMANIZING OF KNOWLEDGE
James Harvey Robinson 559
I. — Magic Carpets or Scientific Facts?

EDUCATION'S DESPERATELY HUMAN PROBLEM . . . . *Edward A. Fitzpatrick* 564

GREAT SCHOOLS IN SMALL COMMUNITIES
Clarke F. Ansley 570

A NEW SCHOOL EVERY WEEK
Joseph K. Hart 573

IN THE STRANGE, BRAVE WORLD OF CHILDREN . . . . . *Norman H. Matson* 577

THE RED MAN'S EXPERIMENT WITH GRADE SCHOOLS . . *Sadye M. Hageman* 583

EDITORIALS 585

A 100% PATRIOTIC EDUCATOR 587

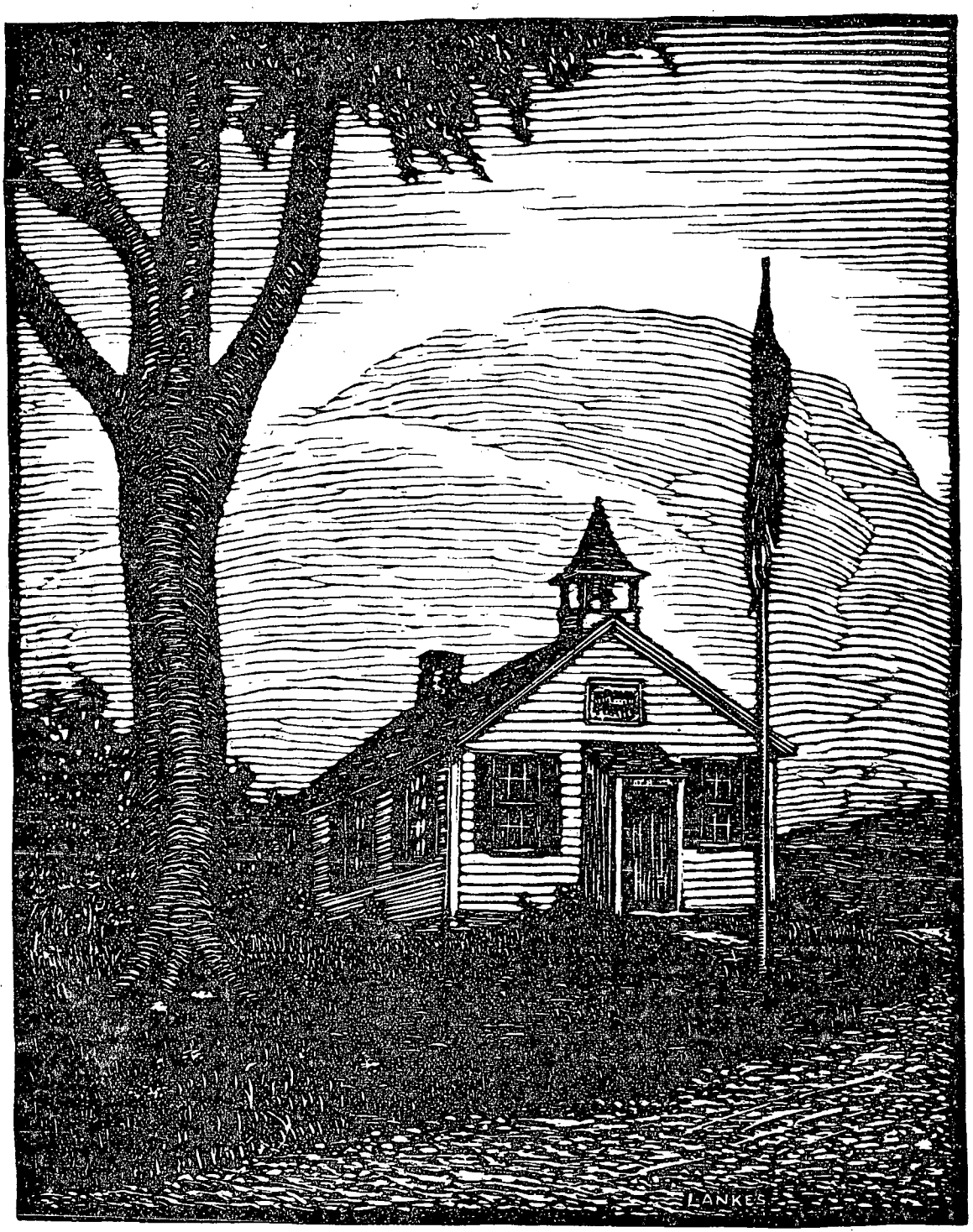
ARTHUR KELLOGG, *Business Manager*
JOHN D. KENDERDINE, *Extension Manager*
MARY R. ANDERSON, *Advertising*
MOLLIE CONDON, *Field Representative*

Published semi-monthly and copyright 1923 by SURVEY ASSOCIATES, INC., *112 East 19 Street, New York.*

Price: This issue, 30 cents a copy; $5 a year; Canadian postage, 50 cents; foreign postage, $1.00 extra. Changes of address should be mailed us two weeks in advance. When payment is by check a receipt will be sent only upon request.

Entered as second-class matter, March 25, 1909, at the post office, New York, N. Y., under the Act of March 3, 1879. Acceptance for mailing at a special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on June 26, 1918.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



THE SCHOOL AT THE CROSSROADS

Wood-cut by J. J. Lankes

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

THE SURVEY
GRAPHIC NUMBER

SEPTEMBER 1, 1923

Volume L
No. 11

THE HUMANIZING OF KNOWLEDGE

I. Magic Carpets or Scientific Facts?

By JAMES HARVEY ROBINSON

The first of a series of three articles for Survey Graphic in which the author of The Mind in the Making leads his readers still further into "the high adventure in the pursuit of knowledge."

ANY most familiar object will suddenly turn strange when we look it straight in the face. As we repeat some common word, or regard keenly the features of an intimate friend they are no longer what we took them to be. Were it not for our almost unlimited capacity for taking things for granted we should realize that we are encompassed with countless mysteries, which might oppress our hearts beyond endurance did not custom and incuriosity veil the depths of our careless ignorance.

That I am "I" to myself and "you" to all my readers, who are each of them "I" to himself, is on contemplation a perturbing circumstance. That the printed characters on this page should stir ideas in you is no easy matter to explain, and no one has yet been able to tell us why we and the earth so inerrantly attract one another. Yet these can hardly be called mysteries to most of us; so inured are we to personality, writing and weight that they are scarcely observed commonplaces.

Those to whom a commonplace appears to be extraordinary are very rare, but they are very precious, since they, and they alone, have built up our minds. It is they who through hundreds of thousands of years have gradually enriched human thought and widened the gap that separates man from his animal relations. Without them the mind as we know it would never have come into existence. They are the creators of human intelligence. The mass of mankind must perforce wait for some specially wide-eyed individual to point out to them what they have hitherto accepted as a matter of routine or failed altogether to notice.

These mind-makers are the questioners and seers. We classify them roughly as poets, religious leaders, moralists, story-tellers, philosophers, theologians, artists, scientists, inventors. They all are discoverers and pointers-out. What eludes the attention of others catches theirs.

They form the noble band of wonderers. Commonly unnoticed things excite a strange and compelling curiosity in them, and each new question sets them on a fresh quest. They see where others are blind, they hear where others are deaf. They point out profundities, complexities, simplicities, involutions, analogies, differences and dependencies where everything had seemed as plain as a pike staff.

In short, poets, philosophers, religious geniuses, artists and scientists are all rare variants of the human species, who emerge here and there through the ages. Sometimes they make a wide appeal to their fellow men; often they stir their resentment or horror; most frequently they suffer neglect and contempt. A discovery to which no one listens is obviously of little or no importance. It is a mere private gratification which concerns only the discoverer himself. So the great question arises as to what determines the *success* of a new idea; what establishes its currency and gives it a social signifi-

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

cance by securing its victory over ignorance and indifference or over older rival and conflicting beliefs?

To be received by the multitude of nondiscoverers an idea must obviously be *acceptable* to them in some way or other. And what are the kinds of acceptability which promote the wide disseminatron and the firm and prolonged tenure of beliefs? This is one of the most fundamental of all questions involved in human progress and at the same time one of the most difficult to answer. Indeed I scarcely think that anyone is in a position as yet to answer it.

For one thing, our acceptance or rejection of an idea or new bit of knowledge depends on unconscious and subterranean situations which are still very ill-understood. These are not amenable to logic as commonly understood, but have a mysterious, pigheaded logic of their own.

There is also a heavily personal element in belief. "Truth," as Lowell ingeniously puts it, "is said to lie at the bottom of a well for the very reason, perhaps, that whoever looks down in search of her sees only his own image at the bottom, and is persuaded not only that he has seen the goddess, but that she is far better-looking than he had imagined."

Lecky, in his justly famous *History of Rationalism,* written toward sixty years ago, was in no position to reckon with even such knowledge as we now have of the so-called Unconscious. But he reached the true conclusion that in the general alteration of opinions, "definite arguments are the symptoms and pretexts, but seldom the causes of the change," and that "reasoning which in one age would make no impression whatever, in the next age is received with enthusiastic applause."[1]

Without going more deeply into this matter I think that we may safely assume that, in order to gain currency, a new idea must seem "good," [2] and mayhap noble, beautiful and useful, and that it must fit in pretty well with existing notions; or at least must not threaten violently to dislocate the accepted scheme of things. If it is ugly, wicked, discouraging, humiliating or seriously disturbing to the received plan of life it is likely to be shown the door. Ideas like kisses go by favor.

The *truth* of a new idea proposed for acceptance plays an altogether secondary rôle. We rank the Good, True and Beautiful together, but it is shocking to observe how little does the success of a new observation depend upon its scientific or historical credentials. In almost all we hear, read, say and come to believe, truth, in the scientific sense of the term, is a matter of almost complete indifference. It is irrelevant and may seem an impudent intruder and marplot. We often naïvely use the word "feel" for "believe." And even the word "believe" has little to do with evidence or proof but means to cling to something dear and precious, and good in our sight—to accept what we like to accept. And the wonder grows that there ever appeared in this world of ours a group of men so eccentric as to regard truth as the paramount issue.

If we make an exception of certain homely matters of fact which have underlain the development and practice of the industrial arts, mankind has until very recently been nurtured in the main on beliefs that were not submitted to any rigorous test of scientific or historical criticism, and which for the most part would not have been able to withstand careful scrutiny. But it would be a grave mistake to assume that what from a modern scientific standpoint are myths, poetic fancies and gross misapprehensions have not played an all-essential part in the building up of the human mind.[3]

Man's belief had inevitably in the first instance to be what suited him and what he naturally and easily grasped and clung to. For it is not the precise truth of an idea, as we have seen, that leads to its wide acceptance, but its appeal—its congeniality to a being with the nature and setting of man. There had to be a vast widening of the primitive imagination and vocabulary, and innumerable guesses about real and imaginary things, before a phenomenon so strange as modern science could emerge. Logical definition and speculation can operate quite as well—indeed better, on unreal presuppositions than on experimentally verifiable ones.

Among the wonderers and pointers-out the poet, who "fancy light from Fancy caught," whose "thought leapt out to wed with thought," has always been surest of a large audience. For songs, heroic tales and rhapsodies can be attuned to the heart's desire—they are magic carpets on which we can voyage whither we will. Their truth is the deepest truth—that of vague human longings.

When we are told that Kubla Khan a stately pleasure dome decreed, "where Alph the sacred river ran, through caverns measureless to man, down to a sunless sea," we do not feel obliged to consult a list of Tartar rulers, or locate the sources of the river Alph, or consider the geological formation of limestone caverns. Few will be disturbed by the question of what particular species of wood louse secreted the honey dew, or the number of bacteria occurring per cubic centimeter in fresh milk of Paradise.

The truth of human fears, disappointments and

[1] The reader interested in this highly important matter is referred to The Psychology of Conviction, a Study of Beliefs and Attitudes, by Joseph Jastrow, 1918; especially the first three chapters. The manner in which orators, politicians, exhorters and mob leaders instil at least temporary beliefs, is taken up from a modern standpoint in The Behavior of Crowds, by Everett Dean Martin. See, too, Public Opinion by Walter Lippmann.

[2] By "good" I mean merely satisfactory in its general setting or emotional framework. In this sense the belief in the anger of deceased ancestors or in devils and witches and hell are all good. And of course the same person may entertain notions utterly at war with one another from a logical standpoint. See the vivid appreciation of this in Dissociation of Ideas in Decadence and other Essays, by Remy de Gourmont, 1921.

[3] Charles S. Pierce, an austere logician, says: "Logically in regard to practical matters is the most useful quality an animal can possess, and might, therefore, result from the action of natural selection; but outside of these it is probably of more advantage to the animal to have his mind filled with pleasing and encouraging visions, independently of their truth; and, thus, upon unpractical subjects, natural selection might occasion a fallacious tendency of thought." As Professor Jastrow, who quotes this (*Op. cit.* 39), adds, "Natural selection certainly has not interfered with the persistence of untrue and illogical beliefs."

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

aspirations is indeed the supreme truth, being made as we are, and is likely to remain so. All other truth, no matter how true, is in comparison dust and chaff, except for the few who owing to their highly exceptional temperament crave proofs and precision, at least in some narrow segment of life's circle.

Religion shares with poetry and romance the appeal to man's natural and deep longings and spontaneous inclinations. Indeed, among the many definitions of religion none is better perhaps than that of Santayana, to whom it seems to be poetry sometimes mistaking itself for science. Religion has concerned itself, at least during historic times, with those terrors, awes, obligations and aspirations which rest on a belief in supernatural beings, good and bad. It has to do with our vivid fears in a world of sad mischance; with the hopes, restraints and sacred duties which promise in some way to offset life's incalculable tragedies.

The poetic elements in religion are supplemented by more or less definitely formulated beliefs about man's origin and nature and the workings of the things about him. These convictions are commonly of ancient and untraceable genesis, although they may finally be very logically and precisely stated by a Thomas Aquinas or a Calvin and form a part of a closely woven philosophical system.

One may not, however, take the same liberties with religious beliefs that he may with the fancies of the poet. The adherents of a particular religious creed are not free to pick and choose, and to reject what comes to seem improbable. The "truth" once delivered stands, for it depends largely on the form of its original delivery. It is the word of the Most High or of some prophet inspired by him. At least this has seemed inevitable to a great majority of Christians and their leaders since the founding of their faith.

Religion therefore makes a double appeal, that of poetry and of divinely certified truth about all the great concerns of life. It meets questions about our origin, duty and possible fates, without any call for painful critical thinking, suspension of judgment and dubious, ever-to-be-revised, theories and hypotheses.

THESE preliminary reflections have been necessary in order to introduce the scientist to us. He himself is quite as prone as others to take himself for granted and not realize what an altogether astonishing and even grotesque mystery he and his doings constitute. He, like the poets, philosophers, theologians and artists, belongs to the small and precious group of persistent wonderers. He is a questioner, a discoverer, a pointer-out. He, like them, gives meaning to things that would otherwise pass unnoticed.

But there is something inhuman in his methods and aims. He craves a meticulous precision of observation, measurement and statement quite alien to the other teachers of men. He exhibits an almost shocking insensibility to the cherished motives of belief. He does not ask whether what he looks for is right or wrong, beautiful or ugly, useful or futile, comforting or distressing. He only asks whether what he finds is an instance of something really happening. He persistently carries his analysis as far as he can and tries scrupulously to set down just what he has seen and the inferences he may make or suspect.

Moreover he interests himself in what appear to the overwhelming mass of mankind to be stupid trifles which promise neither pleasure nor profit. What difference can it possibly make whether a caterpillar has four muscles or four thousand, as described by the indefatigable Lyonnet; whether the light from metallic arcs may contain wave lengths as short as a six hundred thousandth of a millimeter; whether the solutions of the violet salt of chromium sulphate are stable at room temperature; whether there are a thousand or eighty thousand species of beetles. And in other fields, what does it profit a man to be able to point out the interpolations in the Book of Ecclesiastes, or discover the origin of the Edict of Milan or describe the marriage customs of the small and obscure tribe of the Todas.

"Even the more magnificent scientific discoveries, especially those of recent years, have not penetrated into our general education, and are entirely disregarded in most discussions of social problems. And yet an imposing accumulation of critical information of wide bearing is at our disposal which might become an active factor in the readjustment of the troubled relations of man were it possible to overcome the obstacles to its general dissemination and acceptance."

And yet there can be no doubt that these and similar questions and their answers constitute the great bulk of scientific knowledge that has been accumulated during the past three centuries. This is stowed away in monographic contributions, proceedings and transactions under innumerable rubrics which no single man of science, no matter how broad his interests or how comprehensive his knowledge, could possibly recall.

This esoteric treasury of knowledge, the very existence of which is unknown, or indifferent, even to the so-called educated classes, is like a vast safety deposit vault with its many boxes large and small. The keys are in many hands, and few there be that can open more than two or three of the boxes.

Nevertheless the scientific investigator and the scholar has his own peculiar rewards. He finds a

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

few like-minded persons to cooperate with him. Scientific research is not simply a solitary indulgence of infrequent and eccentric individuals. Little drops of knowledge coalesce into bigger drops, and odds and ends of detailed information gradually get shifted into patterns of great interest and beauty. For the world proves to be indefinitely investigable.

Then there is a flavor of high adventure in the pursuit of knowledge. The investigator is to himself the hero in a romance; he is keener than the sleuth of the detective tale and knows it. He has his territorial disputes, his ententes and his wars with his fellow scientists.

It is apparent however that the sustained and arduous scientific research which has gradually built up our fund of knowledge is a pursuit for the few. It is far from a seductive occupation for even creative minds of the poetic and religious type. It often requires years to ascertain facts and record observations that will in the end fill a small, abstruse and technical pamphlet.

Research is mainly looking for things that are not there and attempting processes that will not occur. The layman has little notion of this. Experimental science is tireless fumbling and groping, or the laborious discrimination and comparison of detail. It is subject to innumerable disappointments in following trails that lead out into a boundless desert or up against barriers that it seems hopeless to try to scale. For the scientist does not make his own landscape, as do the poets and even many philosophers, nor can he fly hither and thither at will, but he subjects himself to the tyranny of the natural phenomena or processes that he is observing. As Bacon says, he works "according to his stuff and is limited thereby."

The success of modern scientific emulation has lain very largely in its stubborn refusal to consider natural phenomena in terms of human impulse and mankind's native interests. During the Middle Ages the world was thought to be made for man. It was the vestibule to an eternal existence that awaited every human soul beyond the grave. As his transient sojourning place and scene of trial, it had a moral and edifying quality which underlay a great part of the speculation about natural things. Around about the earth were the heavens, the ever-perfect and incorruptible dwelling place of God and the angels and of the blessed who were found worthy to see His face.

Those who began the reconstruction and further amplifying of knowledge, from the early seventeenth century onward, were on their guard against these older genial°man-centered and earth-centered conceptions of Nature. The preferences of the observer were to be ruled out. He was to be merely a careful and neutral spectator who must not allow himself to become so warmly implicated in his discoveries as to sacrifice a whit of his eager indifference.

Of course this proud isolation was subject to many compromises, conscious and unconscious. And from a philosophical standpoint the onlooker, as has often been pointed out, is always one of the essential elements in the observing and recording. The ideal was, however, and still is, to *dehumanize* scientific investigation so far as may be. And this method has approved itself by its exceeding fruitfulness.

THE question here arises, how did this scientific ambition ever come to be a matter of public concern? How did this professedly "idle curiosity," as Veblen ironically calls it, confined as it is to rare and eccentric intellects and affecting a superb indifference to human interests, ever come to influence the beliefs and daily lives of great masses of mankind?

The indubitable and ever-growing social significance of modern experimental science is the result chiefly of three historical tendencies:

1. In the first place, the minute and scrupulous observations and calculations and the careful inferences of the natural scientist have in a few cases formed themselves into such impressive generalizations as to catch the attention of laymen. Examples of such large reconstructions are the reduction of the heavenly bodies to physical and chemical processes; a growing substitution of respect for so-called natural laws, and a corresponding decline of confidence in miracles and magic; the partial elimination of the diabolical in the theory and practice of medicine and the law; and, lately, the frank inclusion of man himself in the order of nature. This process of transforming a naturally unscientific creature into a scientific one has of course not gone very far, and the tendency has met with varied and insistent opposition with which we are all familiar.

2. In the second place, the inventor and engineer have in the interest of practical utility seized upon certain details of scientific discovery and, with the connivance of the business man, influenced by motives of pecuniary profit, succeeded in revolutionizing industry and inter-communication, thereby gravely altering the conditions, possibilities and problems of civilization. Scientific research originally carried on for its own sake has thus produced indirectly the most far-reaching effects on our daily life.

In the beginning, man was in no position fundamentally and permanently to modify his environment in his own interests. He had to make such terms

"Is it safe . . . to permit the great mass of mankind and their leaders and teachers to continue to operate on the basis of presuppositions and prejudices . . . which fail to correspond with real things and actual operations as they are coming to be understood?"

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

as he could with the uncontrolled order of nature. Today, through scientific knowledge and experiment he is constantly engaged in remaking the world to suit his convenience. He substitutes mechanical devices for the human hand; he generates and distributes new forms of power, and has even learned through synthetic chemistry to create an indefinite number of new substances.

Achievements of this class are the most spectacular outcome of applied knowledge and have done more than anything else to secure the scientist a specious popular esteem. But the problem is becoming acute whether that esteem is of such a character that it will permit the overwhelming process of readjustment to be guided and controlled by those best qualified by natural competence and training to prevent varied catastrophe.

"We are all shamefully uneducated, whether we be learned in some particular field or not."

3. A third less theatrical but none the less significant effect of the progress of natural science has been the influence which its ideals and methods, so successfully applied to the investigation of physical, chemical and biological processes, has had on the conception of man himself, his origin, history, habits and institutions. Anthropology, history in all its branches, philosophy, psychology, economics, and all other departments of research bearing on man's nature and conduct are undergoing changes of a momentous nature. So revolutionary are their implications that some recent writers go so far as to maintain that a great part of what has passed for the social sciences is obsolete or obsolescent; that it will fade away in the light of new scientific knowledge, even as the scholastic philosophy was supplanted by experimental science.

Man suddenly finds himself a bewildered actor in a new drama where he must learn his part all over again on pain of disastrous failure in his appointed rôle.

To summarize the preceding reflections: Modern scientific research, in spite of its professed aloofness and disregard of human feelings and motives, has succeeded in unfolding to our gaze so new a world in its origin, development, workings and possibilities of control in the interests of human welfare, that practically all of the older poetic and religious ideas have to be fundamentally revised or reinterpreted.

Scientific knowledge, ingeniously applied and utilized by inventors and engineers has, with the assistance of business men and financiers, metamorphosed our environment and our relations with our fellow men.

Lastly, our notions of our own nature are being so altered that should we discreetly apply our increasing knowledge of the workings of the mind and the feelings, a far more successful technique might finally emerge for the regulation of the emotions than any that has hitherto been suggested. This is at least an exhilarating hope.

Now if all this be true we are forced to ask whether it is safe, since our life has come to be so profoundly affected by and dependent on scientific knowledge, to permit the great mass of mankind and their leaders and teachers to continue to operate on the basis of presuppositions and prejudices which owe their respectability and currency to their great age and uncritical character, and which fail to correspond with real things and actual operations as they are coming to be understood?

A great part of our beliefs about man's nature and the rightness or wrongness of his acts, date from a time when far less was known of the universe and far different were the conditions and problems of life from those of today.

Do we not urgently need a new type of wonderer and pointer-out, whose curiosity shall be excited by this strange and perturbing emergency in which we find ourselves, and who shall set himself to discover and indicate to his busy and timid fellow creatures a possible way out? Otherwise how is a race so indifferent and even hostile to scientific and historical knowledge of the preciser sort—so susceptible to beliefs that make other and more potent appeals than truth—to be reconciled to stronger drafts of medicinal information which their disease demands but their palates reject?

It is this paramount question that I have in mind in preparing this essay. I have not the space, nor indeed the capacity, to make its multiform and urgent necessity clear as I should wish. But many readers, I know, have already been thinking of the matter and will concede the necessity and urgency without further argument. Others will have experienced a vague anxiety and foreboding about the present state and prospects of scientific advance; and what has been said may help to clear their minds, even if they do not agree forthwith that the present crisis is of the precise nature and gravity that it seems to me to be.

Much has been written of the conflict of science and religion. But this is to narrow down the real problem, which is nothing less than the stupendous task of cultivating an appreciation of the nature and significance of precise thought and exact knowledge in a being by nature and nurture so careless of truth and so given to modes of thinking repugnant to scientific intelligence.

Even the more magnificent scientific discoveries, especially those of recent years, have not penetrated into our general education, and are entirely disregarded in most discussions of social problems. And yet an imposing accumulation of critical information of wide bearing is at our disposal which might become an active factor in the readjustment of the troubled relations of man were it possible to overcome the obstacles to its general dissemination and acceptance.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Education's Desperately Human Problem

The Story of Wisconsin's Struggle against Inertia and Machine-Made Schools

By EDWARD A. FITZPATRICK

THE educational problem will not be solved by educators but by the butcher, the baker, and the candlestick maker, by the lawyer, the doctor, the member of the woman's club, and the reformer, knowing definitely about the possibilities, the achievements, and programs of public education.

Look at the educational situation. Economic inequalities in rural and urban areas are resulting in denial of educational opportunity in both city and country. Immature, inadequately trained teachers are teaching our children in elementary and high schools. Educational administrators are becoming so absorbed in the educational machine that they forget education. Universities are becoming so large, increasing to 10,000, 20,000, and 30,000 students, that they seem likely to forget what has been called "the desperately human problem of higher education." The cost of public education in Wisconsin, for instance, increased from $25,000,000 to over $50,000,000 in the period 1915-20, and it is still increasing.

Community impulse and community need are hardly utilized in the school process. In the recent sessions of legislatures in every part of the country, there is abundant evidence of an utter disregard of educational need. Public interest in education is not vital enough nor informed enough to protest effectively. We hurrah for education and our interest dies with the echo, and sometimes our complacency is shocked by reading a sentence such as this, by a distinguished college professor: "Our entire educational system, primary and secondary, collegiate and technical, is sick with inconsequential bookishness and school work has become the most inefficient of all the organized efforts of man."

Educational Drifting in Wisconsin

As a result of this lack of public interest the educational system, like Topsy, "just growed." Without fundamental social purpose and without social impulse, it lacked any adequate conception of the machinery necessary to translate social purpose into social conduct. So in Wisconsin the policy has been one of opportunism—drift. Perhaps this is inevitable where the chief state educational officer and the county superintendents are elected by popular vote. Perhaps our policy will explain why, in the ten points making up the index for the Ayres study, the Wisconsin educational system is classed twenty-second in 1900 and twenty-eighth in 1920 among the states of the union, and in the army tests the Wisconsin's rank in intelligence as measured by the median scores of white recruits, was twenty-sixth. But the explanation would not be adequate because *this condition is not peculiar to Wisconsin.*

The mere proposal in Wisconsin three years ago that an educational program should be formulated and submitted to the people of the state for the purpose of discussion and creating public opinion was regarded by the then state superintendent of schools as "revolutionary." And it *was* revolutionary in Wisconsin to propose to substitute for educational drift a comprehensive state-wide educational policy; for educational opportunism a courageous educational leadership prompted only by considerations of public welfare; for educational chaos a unity of services among the state's educational agencies prompted by whole-hearted cooperation.

There has been what looked like disagreement regarding the educational situation, but as a matter of fact we have not achieved anything so positive and so vital as a disagreement. Play the game and you are all right; refuse, and no matter what you do, you are taboo. The policy among the state educational institutions has been "We will do our job, you do yours." Each one continued to do what it was doing even though there was no definite description of its job. The prevailing attitude was one of educational agnosticism.

As a result of this chaos, purposeless change followed purposeless change. Educational patchwork was the outcome. Then the proposal was made that the way out of our educational difficulties was through a strong centralization of power; machinery was going to solve the educational problem.

Calm, Stultifying Peace

The principal argument in Wisconsin for the centralization program is the achievement of educational peace; it is not improved service from the educational agencies; it is just peace—calm, stultifying peace. It matters not that there is a peace which is spiritual death. There is real danger lest we achieve educational harmony at the modest cost of educational vitality.

This centralization program confines itself to the machinery of education without attempting to define its social purpose or the specific social objectives essential in our conditions. This centralization program appeals readily to legislators and to a surprising degree to schoolmasters.

Perhaps the outstanding evidence of this faith in machinery to solve the educational problem is the fact that we look to the federal government for

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

school support through federal aid. Apparently we are failing to convince local and state government adequately to support education. In spite of the fact that we can see our children or our neighbors' children being denied educational opportunity or working in poor school buildings under comparatively untrained and changing personnel, we do not frankly face the educational problem, on its financial side. In fact, we are taking steps the ultimate meaning of which is to transfer power to deal with education to the federal government. This is not avowed, and it is vehemently denied, but it has been the history of state and federal aid generally.

To convince common councils or state legislatures of educational needs does look at times like a hopeless process here in Wisconsin and elsewhere throughout the country. It is so because our educational statesmanship has not yet built up an adequate public opinion for education that finds expression in public support. Apparently it is an easier process to have a far-off Congress appropriate money for education from invisible taxes than to induce citizens to produce it from visible taxes, and educate them in the process. The purposes to be achieved through federal aid as defined in proposed federal laws are clearly within the power of present state government and the power to appropriate money for such purposes exists in state government. Why has it not been done?

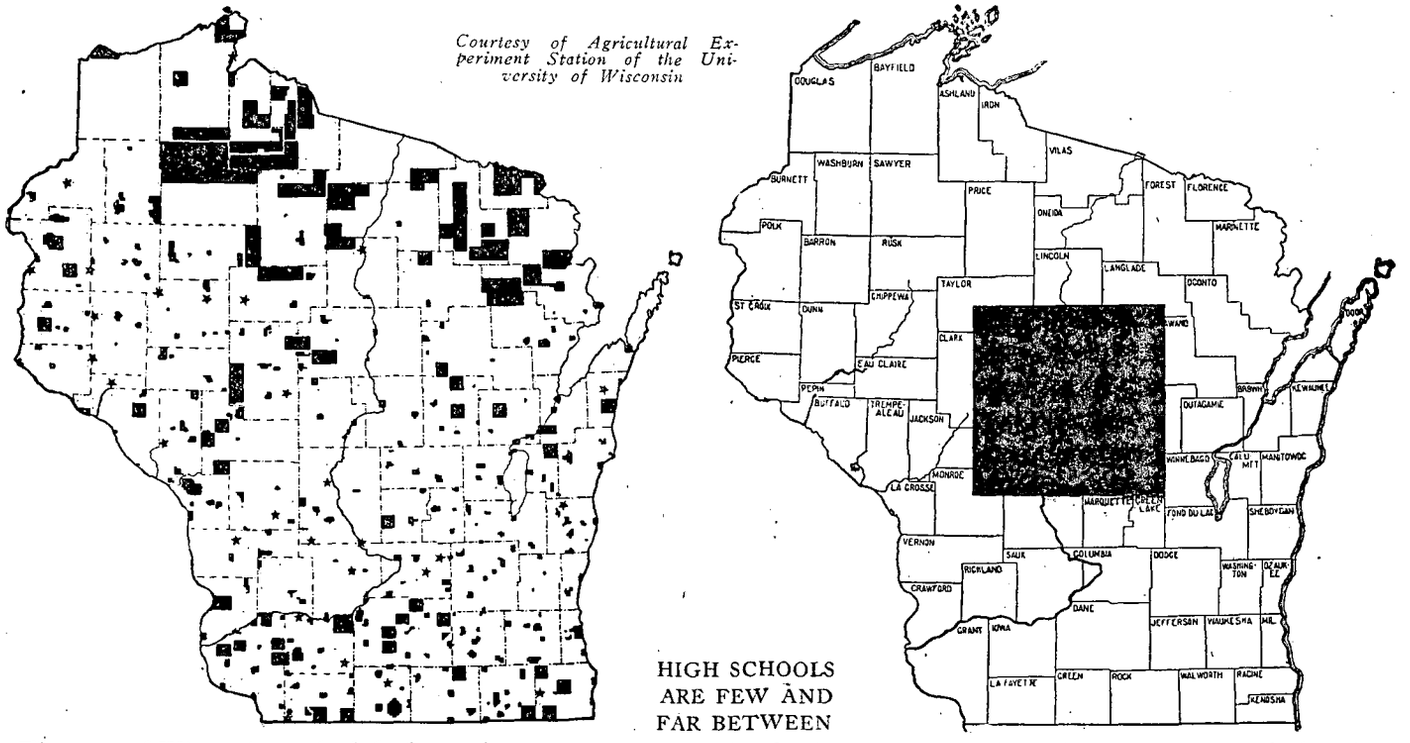
Educational Brahminism

One of the evils of this attempt to centralize power in school systems is that it tends to make the chief educational officer a mere administrator. He becomes a supervisor of buildings; a hail-fellow-well-met about town; a joiner of social organizations. There are supervisors engaged to supervise teachers; there are teachers engaged to teach the children; and the educational responsibility is completely shifted to these assistants. The concern of the superintendent is with the business men of the community. That means holding on to the job. These superintendents seem never to have realized Ruskin's words, "You will then know how to build well enough; you will build with stone well; but with flesh better—temples not made with hands but riveted of hearts—and that kind of marble, crimson-veined, is indeed eternal."

The history of the development of educational boards has not been written, but some tendencies now clearly developed in the country indicate a clear reason for their present existence whatever may have been their origin. There is a tendency to develop among the schoolmasters an educational Brahminism and the present justification of boards of education is that they are to protect us from professional inbreeding and from professional bureaucracy and autocracy. The board makes it possible to bring to bear upon the educational problem the questions, prejudices, misunderstandings, misinformation, and suggestions of the general community.

The necessity for this contact with the community in Wisconsin has led the State Board of Education to recommend that manufacturers, farmers and laborers *fitted for this public service* should be on boards of education. This proposal was submitted to a number of educators around the country and it was, except in a small minority of cases, rejected. But if a state board of education is going to be gen-

Courtesy of Agricultural Experiment Station of the University of Wisconsin



HIGH SCHOOLS ARE FEW AND FAR BETWEEN

The map of Wisconsin at the left shows the arrangement of high school districts throughout the state (stars mark the school districts which failed to return any information). If all the high school districts were joined together – as in the map at the right—seven-eighths of the state's area would lie outside

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

erally representative of the community it ought to have on it representatives of the principal groups in the community. Their presence will make it possible to carry back to their groups what is happening in the board so that a great deal of the misunderstanding and misapprehension and misinformation regarding state educational institutions or boards can be avoided or any real evils corrected.* This would also furnish a means whereby the desires and aspirations of these large groups of our population could be brought to bear upon education problems.

Automatic Teachers and Child Victims

Still another vital element in a state educational program that is likely to be overlooked by merely mechanized state administration is the part that the teacher may play in stimulating and promoting a comprehensive educational policy and program. It has been our judgment that the active cooperation of the class-room teacher is a necessary condition of permanent educational advance. The state educational organization, city superintendent, grade and subject supervisors, are all overhead machinery; they are effective ultimately to the degree that they improve the quality and range of the pupil's experience in the class-room, as a basis for the larger experience of life. It is frequently assumed by highly centralized or autocratic educational administration that the teacher has no business with educational policy; consequently the practice in too many school systems is entirely to ignore the teacher. This is one of the greatest wastes in public education. The vicarious experience of supervisors will never take the place of the intimate experience of the teacher.

The danger from this neglect of the teacher is that the whole machinery of education may be standardized, mechanized, and "perfected" until the teacher is a lifeless automaton and the child is a listening victim of pedagogical and administrative processes.

It must be said that appeals for suggestions for improving the educational system that have been made to teachers of the state, especially teachers in normal schools and university, have been without encouraging result. But the making of suggestions must be made a part of the duty which we expect every teacher to perform.

Continuation Education

Another trouble with centralized and mechanized administration is that it tends to look at the educational problem primarily in terms of the school. If at any stage of the educational process you were marooned you were forgotten. If for any reason the prescribed steps in the educational curriculum didn't meet your educational needs, you were permitted to drift into society and achieve what you could. In our case in Wisconsin perhaps the most striking evidence of this failure and its remedy is the continuation school program.

In Wisconsin the public educational system apparently was content before 1911 to permit children fourteen years of age to go out to become the driftwood of industry, handicapped by inadequate training both academic and vocational, and untrained in the habits and skills of work necessary for vocational efficiency. Back in 1911 in Wisconsin the minimum prescribed by the compulsory school law was the attainment of schooling equivalent to the fifth grade at the time the student was fourteen years of age. It was not certain even then where authority was vested to enforce even this compulsory minimum—whether with the industrial commission or with the state superintendent. In any case it was not enforced, and thousands upon thousands of children were leaving school annually at the age of fourteen with very little educational equipment to meet the responsibilities of a vocation or of citizenship.

Some people, headed by the late Charles McCarthy, not primarily interested in schools as such, but interested in boys and girls and community welfare, asked for an investigation of the subject, took part in the investigation, and carried through the 1911 legislative session a law to provide four hours a week educational opportunity for employed children between fourteen and sixteen.

The school men wanted to control this new educational service. The laymen, interested in the problem, wanted this new educational opportunity free from the traditions and the technique of the regular school.* It was

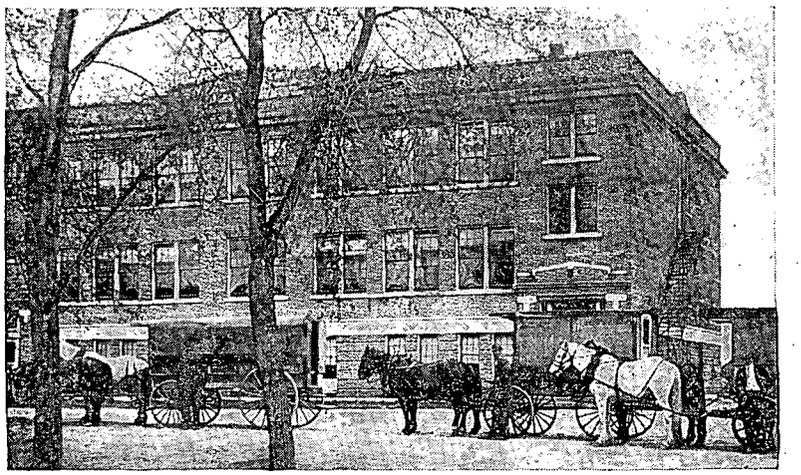
* For example, labor in Wisconsin has been in the past active in its support of the university but for a number of years now it has been antagonistic. I look forward to the presence on the university board of a person in contact with the labor of the state (Leola Hirschman) as the means of promoting mutual understandings.

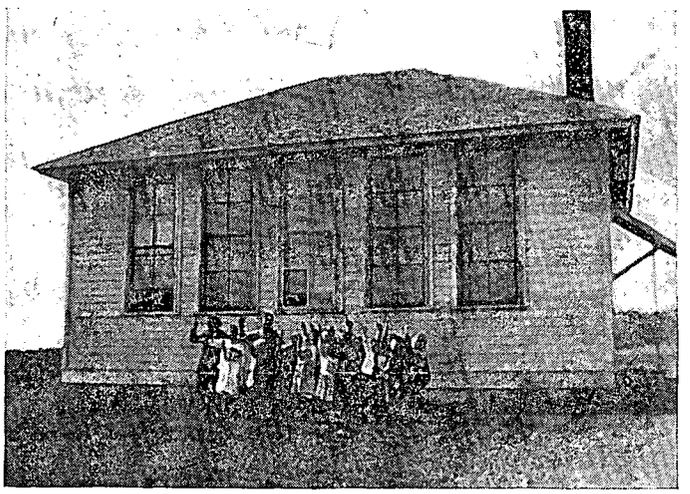
The continuation school looms large in Wisconsin's educational scheme. This is the first unit of the Milwaukee Continuation School, which when completed will cost $3,000,000. There are now 11,316 employed boys and girls who attend the school in the daytime, and 6,645 adults at the evening sessions

* Cf. David Snedden in Vocational Education Magazine for March, 1923.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

felt that a child who was actually at work earning money and obtaining practical experience had a different psychological attitude toward study from the full-time leisure child, and moreover, that with special attention there were possibilities of utilizing this practical contact and psychological influence for the better spiritual as well as vocational direction of the new wage-worker. So, though the original bill was a compromise, the inadequacy of the program during the early years of its administration prompted the legislature in 1917 to transfer the control to a board on which employers and employes were represented.





The one-room schoolhouse at the left is still typical of rural education in the United States. But Wisconsin is succeeding gradually in substituting consolidation schools like the one above, with its line of transportation buses waiting at the door

Every epithet, every catch-phrase, has been used to defeat the idea of separate administration. The phrase "dual control" was used though in no sense is there any duality of administration. The vocational school pupils are a definite group coming to school part-time under a separate set of teachers and ordinarily in a separate building. These students have peculiar problems of their own and ought to have separate treatment.

At no time was this continuation school program conceived of as an opposing or rival educational program. It was supplementary. The conception was a cooperative enterprise to develop a special type of education. The problem itself was so large and so important that even if it had not required this special attention because of its newness, it would have required it because of its size.

It was alleged that class distinctions were being made and that caste was being introduced into our educational system. There is not an iota of evidence in the eleven years of the history of the continuation schools that this is the fact. We are now trying to make the educational highway from the continuation school lead to every form of adult education including the university. Those who are backing the continuation school movement in Wisconsin have never regarded the compulsory education period as defining the scope of the movement. At the present time the continuation school is the flexible agency of the Wisconsin educational system peculiarly fitted to help achieve the purposes of the system: to serve the whole commonwealth, not in a few childish years, not for selected academic folk, but for all the people all the time. The possibilities of this program are becoming every day more evident for the ten thousand children who are in the Milwaukee Continuation School and to a lesser degree for the twenty-five thousand children who are in these schools in the other parts of the state.

There are possibilities of experiment and utilization of actual experience in the educational processes in these schools which are of infinite value to the regular schools, especially if the regular school authorities would assume a more sympathetic attitude toward the vocational schools. I see a possibility that from our experience so far we may ultimately arrive at a *conception of higher education as almost entirely a part-time education;* that is, that the people who are doing the work of the world will have the educational system organized so that they will get the background of history and economics necessary to understand their work and realize the artistic possibilities of it. It is the possibility of finding these large social and personal meanings in the actually productive processes of society that will give us a genuinely democratic educational system. Spencer Miller of the Workers Educational Bureau sees far enough ahead in this problem to express the hope that the thing we call the factory of today may be the school of to-morrow. In Wisconsin we could accept readily the statement of the American Federation of Labor—"It is important that the industrial education which is being fostered and developed should have for its purpose *not so much training for efficiency in industry as training for life in an industrial society*"—or the statement of the National Association of Manufacturers: "Vocational education is not teaching for an occupation only; it is the making of men and women."

So back of the decentralizing of the machinery of administration for the continuation schools there is

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

a large experimental idea and an effort to open up the tremendous possibilities which lie in the education of employed people. We accept fully in Wisconsin the implications of the educational sociology of Lester F. Ward, and the practical suggestions in the report on Adult Education of the British Ministry of Reconstruction: "The necessary conclusion is that adult education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood, but that adult education is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong." And this whole philosophy has led us to a rather newer conception of university extension.

The scope of a University Extension Division is limited only by the number and the variety of educational needs. A University Extension Department will go wherever there is educational need. But the problem is no longer a mere extension of university teaching or an attempt to give the regular academic courses in outside localities. We need to make the term "university extension" more inclusive; it must become in fact educational extension, and it should perhaps in the last analysis be identified with a state department of education rather than with a state university, though for the present and for a considerable time to come the association with the university is more desirable.

The fundamental purpose of such a state educational extension division is to stimulate and reinforce local and individual activity. Such a statement of the purpose of state activity enables one to formulate certain fundamental rules of conduct:

That it shall correlate present efforts to the same ends;

That it shall show existing agencies new opportunities for service;

That it shall not do any work that any other agency is equipped to do and is doing with the best social results;

That is shall help the local community or group to organize its own work, particularly its quasi-public work;

That it shall stimulate permanent community organizations to focus consciousness of local problems;

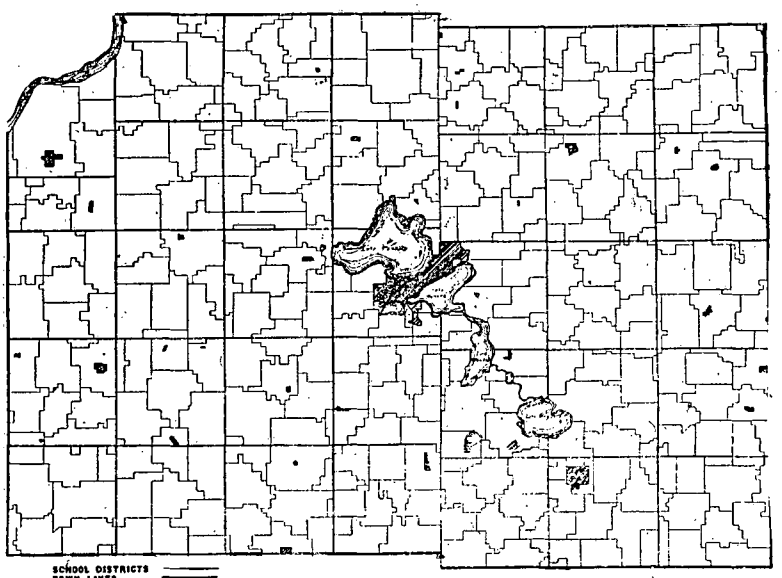
That through cooperative arrangements, it shall work through local organizations, particularly local government.

So under the program suggested by the State Board of Education, the Continuation School will become the agency of the educational extension program of the state, and potentially all the university and other educational resources of the state are back of it. Instead of having a few agents of university extension not permanently identified with the community in which they are located, you have forty-one—one in every vocational school in the state.

Decentralizing a University---Junior Colleges

Where the decentralization idea leads us on certain practical problems may now be illustrated. The University of Wisconsin has a present enrollment of over 7,500. In 1879 there were 376 students; in every decade since then the university enrollment during the regular school year has doubled. With high school enrollment increasing so much faster than college enrollment, it would seem to indicate that this tendency is well established. We face in the not very distant future an enrollment of from twenty to thirty thousand students in Madison. There are some who talk about this increase in numbers as a gain to the university. But we share Dean Whigham's impatience with calling increased enrollment a gain; in fact, we feel decidedly that further increase in the size of universities would not be a gain to the intellectual life either of the university or of the country.

Looking at the problem exclusively from the standpoint of the university there would seem to be necessary a decentralization of at least the freshman and sophomore years, and we have proposed in Wisconsin that the junior college development, by whatever name known, shall result in the complete decentralization of the freshman and sophomore years, and that the institutions teaching those years in the localities should not be under university administration. There should, however, be some form of control so that there would be the least loss of time in going from the junior colleges to the university.

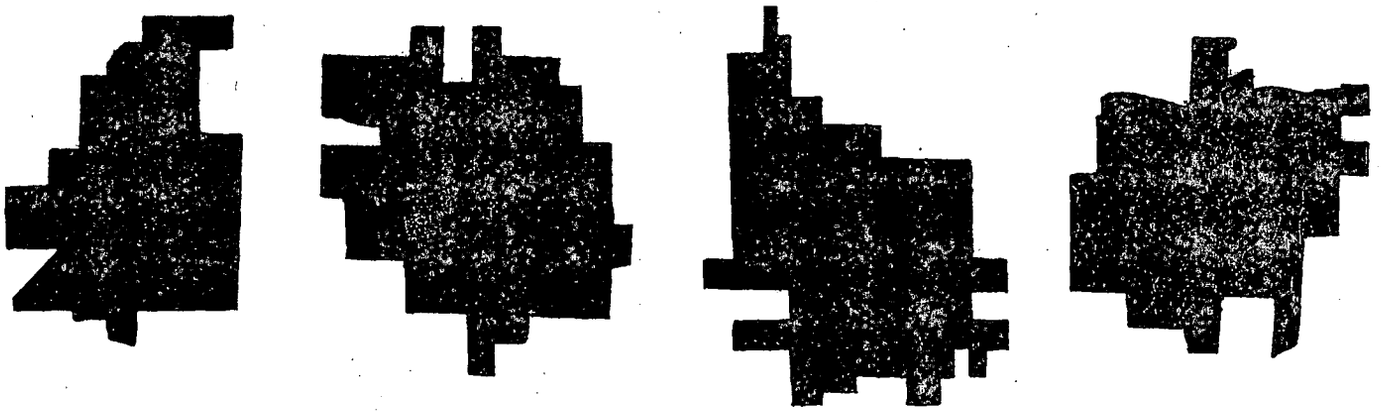


Courtesy of Agricultural Experiment Station of the University of Wisconsin

School district gerrymandering---evidenced by the irregular outlines of many of these districts in Dane County, Wisconsin---results in an inequality of educational opportunity that belies our Fourth of July speeches. An attempt to avoid taxes is usually the motive

Another problem that has caused bitterest of local feeling is the consolidation of schools. County superintendents who have believed in consolidation and in the preceding year had approved consolidations were overwhelmingly defeated in the recent election in spite of long and faithful service. In the legislature drastic proposals have been made growing out of the

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



A close-up of gerrymandering in four school districts of rich and thickly populated Rock County, Wisconsin. Evidently numerous citizens have jockeyed the boundary lines so as to put themselves in the districts where school taxes are lowest, regardless of what that may mean in the way of educational facilities

local feeling engendered by consolidation fights. The state superintendent, having faith in the ultimate wisdom of consolidation, has had the courage to approve the consolidations that have been brought up to him where there has been adequate financing and the possibility of a good consolidated school. But there is at the bottom of the thing the fear of government that is not local government; the fear of tax-eaters located in the capitol; the fear of strong arm policies outside of the range of the individual's experience.

Using the Little Red Schoolhouse

Our conception of the function of a state educational organization might help us out even in this predicament, where one is going against a strong parochial spirit and the warmth of feeling and affection attached to the "dear little old red schoolhouse." We would substitute for the coercive power of the state the educational and constructive power of the state, using comprehensive community surveys as a basis. In these circumstances we have tentatively suggested the following method: All one-room schools should be reduced as fast as possible from eight-grade to six-grade schools. This would maintain the institution in the locality, would provide a convenient location for the younger children, and the teaching service would be more within the ability of the comparatively immature young women who are teaching in these schools.

The second step in the process is based on the fact that seven-eighths of the territory of Wisconsin is not within any high school district. Of course, this does not mean that seven-eighths of the population is without high school opportunities, but it does mean that to a considerable degree the rural area of the state is without high school facilities. Other studies indicate that where the rural areas do have high school facilities they are made up largely of two, three, four, or five teacher schools. More than half of the high schools of the state have five teachers or less. This situation would be tremendously helped by building up the second element in the program, i. e., rural junior high school districts. But the present haphazard method of organizing school districts should give way to school district organizations based on comprehensive social, economic, civic and educational surveys as a foundation and these community surveys will be the basis of educating communities to want consolidated schools.* These larger districts would tend to build up habits of sending the children to the junior high school, would create an educational center of a larger school district. As the one-room rural school buildings become dilapidated and go out of use, there would be a tendency to look to the new center for the new elementary schools that would be necessary.

Take still another aspect of state educational administration—the service of the department itself. The staff in any state department of education in the country is not adequate to perform the services of inspection which it is presumed to do, nor would it be wise to organize an adequate staff if we had the funds. In Wisconsin the 6,500 one-room rural schools were presumably inspected by three state inspectors. It was humanly impossible to perform the task. But now the state supervisors deal with the county superintendents and the one or two county supervising teachers in each of the seventy-one counties of the state. They try to improve the quality of their work in order that they may carry it to the individual schools. The Wisconsin State Superintendent is now giving considerable time to surveys of building conditions and outlining programs for the future. More general school and community surveys will be conducted upon request. It is in comprehensive local surveys of the entire community life of the school district that the state department can render its highest service. But educators, if they are to make these surveys, must brush up on their economics and their sociology. They must have the widest possible insight and knowledge of the entire gamut of social relations and *they must have the capacity for making the school a dynamic co-operating agency for the making of modern men and women.* Under such a program there should develop a planning department for the educational

(*Continued on page* 593)

* Cf. an excellent beginning for such surveys in Bulletin 288 of the Agricultural Experiment station of the University of Wisconsin: Rural Relations of High Schools, by C. J. Galpin and J. A. James.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Great Schools in Small Communities

By CLARKE F. ANSLEY

THE companies that rural America sent to the Civil War were community companies. Drums and a flag brought to the schoolhouse neighbors who had read of the issues and had debated them week after week at the Saturday evening "Literary." The neighbors signed the muster-roll and elected the company officers. After the war, the survivors came back to the neighborhood; and the next generation grew up with common knowledge of each memorable achievement of the neighborhood company.

The World War found a rural America with little inspiration or leadership; its "Literary" had died without posterity. Neighborhoods were less populous, held fewer young men and young women, and held these far less securely. The great cities, great beyond the imagining of Civil War days, sent emissaries to the farming country to rouse a laggard folk. Then promptly came the draft, carrying the young men of the neighborhoods to training camps among strangers and subjecting them to strange officers not of their choosing and recognized as not of their class. If the young veteran came back to his neighborhood, nobody there had shared his experiences or knew of his deeds. He had not gone forth from a community with members of the community, and he returned to greater isolation.

The Civil War came upon a rural America with a rich and well knit community life. The rural community had its doctor, its preacher, its teacher and its lawyer, and it backed them against the wide world. It had its common store of knowledge of real things; it knew the lineage and the traits of every horse in the village livery. Within the community, faith, hope and charity found exercise and scope.

Before the World War, the professions and even the trades had gone from rural neighborhoods; community spirit had gone; the young men and women had gone or were seeking to go. The schoolhouse remains; the teacher, not of the community in fact or in aspiration, is temporarily in exile from the world outside by which she is certificated and supervised. The teacher who went from the schoolhouse to the Civil War with his neighbors had his defects, but he was of the community as his successor is not and cannot be.

The rural school has ceased to be a community school; it is now distinguished from a city school not in kind but in its lower degree. Its buildings and its well would not be tolerated in a city; its teacher is there because she could not get a city job; when she can qualify, she will go. Pupils whose parents can hold the farm without help are looking toward the city high school, from which they do not expect and are not expected to return. They are not under obligation to return, and they should not unless the rural community can offer them as good a life on the whole as the city offers. Migration is deciding that it does not; and the rural school system now functions effectively in facilitating the migration. The service accords with the ambition of the pupils and the ambition of their parents for them.

In 1910, workers who were not directing farms but were employed on the farms of their parents numbered in the United States 3,310,534. The census of 1920 found but 1,850,119. The young men and women were leaving their farm homes for the cities. The rate of the exodus is accelerating. In 1922, migration from American farms exceeded migration to them by 1,120,000. The number exceeds the 1,000,000 estimated to have fled from the drouth-stricken region of Russia in the year of greatest famine. American newspapers gave front-page space and illustrations to the Russian exodus, attributed to Bolshevism; but through the months of 1922 a lower corner of an inside page stated from day to day that the American farmer was growing more optimistic. The optimism now seems to have been subsequent to his departure.

A government investigator who has observed the epic migration in the Southwest writes:

> Every day on every road one could see wagons loaded with a few sticks of household furnishings, with the father and mother and the children in them, and sometimes a few farm implements and a cow tied on behind, trekking north.

The migration was witnessed in the Northwest by a Minneapolis banker who said in an article in The Nation:

> Foreclosures are everywhere, suicides are common, farmers and their families are giving up by the hundreds and packing a few old pieces of furniture in their old wagons and starting out—God knows where!

From the southern mountains a third of the folk are gone. Negroes are leaving the cotton fields. The process is not peculiar to the United States; it may be seen in England, in New Zealand, in Japan.

A school system that facilitates this accelerating migration is rendering the best possible service to country boys and girls unless the country is as good a place for them as the city. To educate for rural community life is wasteful and futile if there is to be no rural community. If the country were to become as attractive as the city, the migration would end. In Denmark, stability has been attained by making the country attractive; but Denmark is exceptional, if not unique. Regularly in the past, and in contemporary Europe, the unattractiveness of cities has ended such migrations. Dr. Simkhovitch says of "the ruins of ancient and rich civilizations

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

in Asia Minor, northern Africa or elsewhere": "It is but the story of the abandoned farm on a gigantic scale." Europe now is an unprecedented laboratory for the social sciences; there one can see how things work out. Half of Europe has reverted to primitive agriculture, and the reversion proceeds. It is what happens when for any reason a hinterland ceases to support its city. Primitive agriculture is what remains. For the fittest it is persistent; it was practised in the dust that covered ancient Troy and the nine successive cities that have occupied that site. It survives in Egypt as in contemporary Europe.

THE American farmer's explanation of his "city drift" is wholly economic and may be accepted as valid and sufficient. The rural school system is not the cause of the "city drift"; it is merely an effective servant of things as they are. In the rural school, each grade gives examinations and credits, preparing for the next grade and for nothing else. The eighth grade yields a diploma which functions solely as admittance to the city high school. Like the rural school, the high school gives examinations, credits and a diploma. The graduate of the high school is prepared to enter college; he is prepared for nothing else. For him to enter college is an honor to his high school; if he should farm he would not be making use of his education and his school would have to apologize for him. When he entered high school he incurred an obligation to live his life inside a white collar.

The college of agriculture is one of the standardized colleges among which the high school graduate may choose. Its standardized courses in agriculture are accessible to high school graduates only; it offers examinations, credits and diplomas to a select group from which those who intend to farm are generally excluded because they did not go to high school. Not much of the nation's farming is done by graduates of colleges, agricultural or other; not many agricultural or other college graduates farm. The college diploma admits to a graduate or professional college; it is not prerequisite to farming. Possibly four years in high school and four years in college —eight years away from the farm—would not be ideal preparation for farm work and farm life.

It would be hard to secure increased appropriations for a college of agriculture if attendance were unsatisfactory. Out of agricultural engineering develops engineering, which attracts students to a college of agriculture. A general science course next parallels courses in other colleges and in the state university. Attendance and appropriations increase, and the agricultural college achieves the distinction of being almost as good as other colleges. As long as its primary interest is in giving standardized four-year courses to high school graduates, it can hardly hope for higher distinction. As a fashionable athletic club it is handicapped in its very name; and farmers' sons and daughters whose aspiration is toward the world of George F. Babbitt are inclined to avoid segregation.

Confused with the agricultural college is the experiment station which directly helps the farmer to make two blades of grass grow where one grew before. It does not experiment much in marketing. Because the experiment station has introduced new crops and new varieties of grain, the agricultural college expects increased support, though the experiment station is not the college. A station can experiment more economically than individual farmers can. It has a useful and honored place and will not lack grateful allegiance. It has not a monopoly; farmers, not stations, developed shorthorn, Jersey and Aberdeen-Angus cattle, many another great breed of live stock and many a fruit and grain. They, too, have inventions to their credit. Farmers learn from experiment stations and experiment stations learn, as Roger Bacon learned, from farmers.

The rural school system is organized and controlled from the top, in harmony with all great industries except agriculture. The one-room school of the farm neighborhood devotes its energies to meeting requirements imposed by remote authority, benevolent no doubt. The consolidated school can meet requirements better. It is almost as good as a city school. The high school meets college and other requirements. The college is standardized in intricate ways and is subject to its trustees. Normally these are business men, wary of modification of an established order that arrives at war and famine, men who make no fastidious discriminations between cooperation and terrorism. Professors subjected to trustees by the law of the land learn to discuss antiquity rather than the present or the future. Farmers are very much interested in the future, but they have no right to look to an unfree college or an unfree professor for any guidance whatever. The best help in the world comes from agricultural colleges and rural teachers whenever farmers give freedom.

Americans know how to give freedom. They give to trustees freedom quite unimagined in any other nation. The Supreme Court of the United States has such freedom as is unparalleled elsewhere. The President appoints its members but cannot dismiss them; for him to attempt to direct or control them would lead to his impeachment. College faculties and teachers generally, however, have greater freedom in other nations than here. Other professions in America are not subject to comparable direction and discipline. If members of the Supreme Court were supervised as American teachers are, the supreme bench would be occupied by timid, subservient and unregarded men. Denmark gives financial support to its folk schools but leaves them free.

Marketing is a subject interesting to farmers but sedulously avoided by the American pedagogue. The Danish pedagogue, probably by nature no less discreet, has been the Danish farmer's indispensable ally; the farmer had emancipated him. Until marketing is fundamentally different, it must remain the most vital problem of farmers left on the land; and for rural teachers to be warned away from it is to make them a caste and preclude their help-

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

fulness toward community life. Sidney A. Reeve has computed that in 1850 commercialism received 17.3 cents of the consumer's dollar and production received 82.7 cents; in 1860 commercialism received 22.0 cents; in 1870, 24.9 cents; in 1880, 29.6 cents; in 1890, 34.7 cents; in 1900, 36.6 cents; in 1910, 44.2 cents; in 1920, 52.5 cents. Such figures might illuminate the city drift now general throughout the world; they might help comprehension of famine which may or may not be growing chronic. Whether the figures are misleading, what the facts are and what they mean might be ascertained and elucidated by scholars whose allegiance American farmers might trust as Danish farmers trust the men of their folk schools.

The text book of Huntington and Williams on Business Geography, the most authoritative text book on the subject, says of the corn belt that "even if the corn crop should fail entirely the farmers would still have a good income," and that they "are correspondingly safe, prosperous, and contented." Men who live in contact with corn belt farms reach other conclusions. In 1919, understood to have been the peak year of agricultural profiteering, William Stull of Omaha published a book on his life's experience in charge of extensive farm mortgage business. He says:

> A great many of these mortgages were, of course, foreclosed, and as a result, for nearly ten years, I had the control and management of from 100,000 to 150,000 acres of farm lands scattered through four of the best agricultural states. As these lands were owned by a very large number of individuals and corporations, a strict account was kept with each tract. None of these tracts paid current interest on its costs. Poor farming! So I thought until on investigation it transpired that the increased mortgage indebtedness on surrounding farms was greater than the shortage of my farming operations.

Norman Angell says:

> If the British worker, by a day's labor in, say, building ships, can obtain from the Argentine a quantity of food which, if he grew it at home, would take a week's labor, the reversion to the latter method would mean a tremendous reduction in our standard of life. For this country to feed its present population would mean the sacrifice of the standard which includes such things as books, schools, leisure, football matches, tea, seaside holidays, anesthetics, dentistry, universities—nearly all that we know as British civilization would have to go. It would be a coolie Britain.

The reasoning is sound and wins acceptance even in the Argentine. Throughout the world, exodus increases from regions and occupations to which peon or coolie standards come. Those who exchange six days' work for one are learning to prefer exchanging one for six, to prefer that the production of food should be the work of somebody else.

Precedents in attempts to reverse a city drift are not encouraging. Those who have left their farms have gone for causes of which they are aware, and they no longer possess the equipment with which they farmed. Mr. Angell says: "It is merely a lofty disregard of the practical difficulties to suppose that in anything under several generations these dense industrial populations could be turned into growers of food." Tacitus relates that "the veteran soldiers entitled to their discharge from service were settled in Tarentum and Antium so as to increase the population of these deserted localities, but many of them wandered back to the different provinces in which they had served." Dr. Simkhovitch says of Rome's attempt: "On the face of it, it was a hard proposition even for good farmers fresh from the soil; for the fields assigned to them were already abandoned for good and sufficient reasons. They did anything but flourish; the colonists as a rule were quite willing to part with their allotments as soon as they could legally do so." Contemporary experiments in nationalization and in parcelling land have stimulated primitive agriculture and decreased production. Of the Mexican state of Vera Cruz which "has been notorious for its drastic land policy," Professor E. A. Ross says: "I have it on good authority that, as a result, not over 10 per cent of the land in cultivation there two years ago is bearing anything today."

IF the steel business or the oil business were in the present plight of agriculture, the business would be immensely profitable within a year. If agriculture could and would exact what the traffic would bear, as is understood to be the system generally prevailing, the exaction would be all that a man hath. Yet throughout the civilized part of the world, the part generally organized in monopolies, agriculture is bankrupt and pauperized, an object for doles. That farmers do not organize like others and similarly exact what the traffic will bear is attributed to their individualism. Union labor does not organize rural mechanics; and the reason is not their individualism but their isolation. To organize them and keep them organized would cost more than it would be worth. The isolated rural mechanic profits by the gains of his unionized fellows, either where he is or by going where unions are. Commonly he goes; he ceases to be rural. The farmer's situation is much like that of the rural mechanic. It is often said that "the farmer must solve his own problems." He is solving them as the rural mechanic solves his.

For the American farmer to solve his own problems in any other way may be impossible. Throughout history and in contemporary Europe, agricultural surpluses for sustaining cities have proved unsure. Confiscation and forced labor have yielded a discouraging result. Farming is maintained only under conditions as attractive as those in other accessible occupations. If for any reason civic and national welfare should make the farmer's problems seem of more general concern, no agency could be more remedial than the rural school system. The possibilities of the country church are infinite. If it might be a community church, inclusive and not exclusive, and if its minister's success might be recognized in some other way than a call to "larger opportunities," the situation would be more inspiring. The

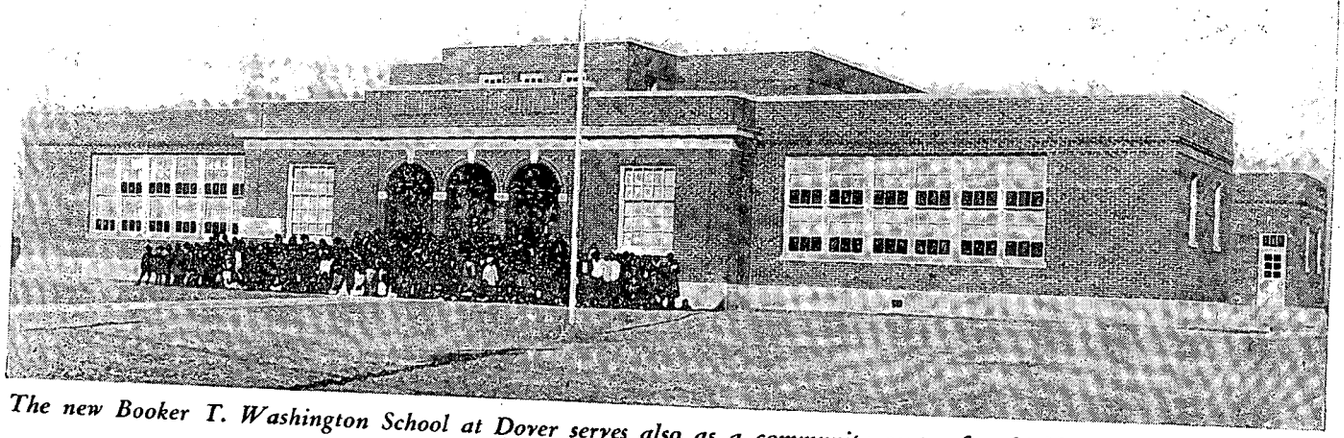
(*Continued on page* 596)

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A New School Every Week

Delaware Sets the Pace in Educational Progress

By JOSEPH K. HART



The new Booker T. Washington School at Dover serves also as a community center for the Negroes all over the state

THERE are some advantages in being small. "If that be treason, make the most of it!"

Delaware was the first state to ratify the federal constitution; that was in 1787. Delaware has been accused, not infrequently, of abrogating the constitution—by her delinquencies. But those charges are ancient now, and are mentioned here merely for the purpose of pointing a contrast. For, at present, no state in the union is making more rapid progress in all matters, civic, educational, social, than is Delaware.

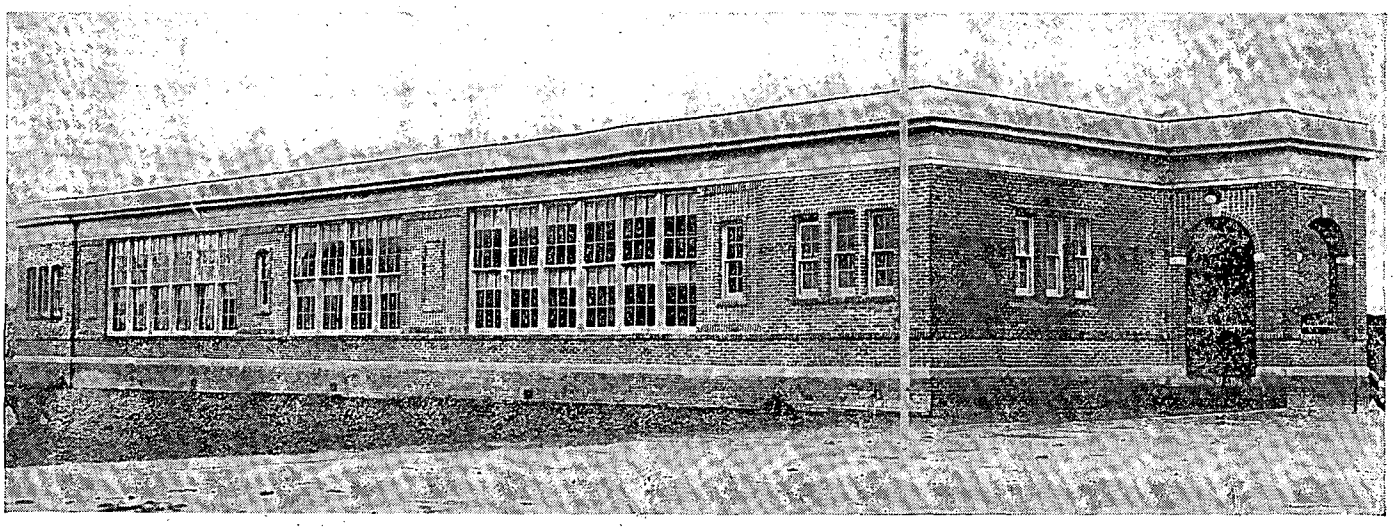
To be sure, much if not all of this progress is the result of the work of unofficial, voluntary organizations. Officially, Delaware still lags. But one of the excellencies of a democratic type of political regime is the opportunity it provides for the initiative of voluntary groups, not merely in the realm of private aggrandizement, but also in the fields of public service. Delaware has two such voluntary associations which, in the range of their activities and in the results which they can show, can stand comparison with similar organizations anywhere. These organizations are the Service Citizens of Delaware and the Delaware School Auxiliary Association.

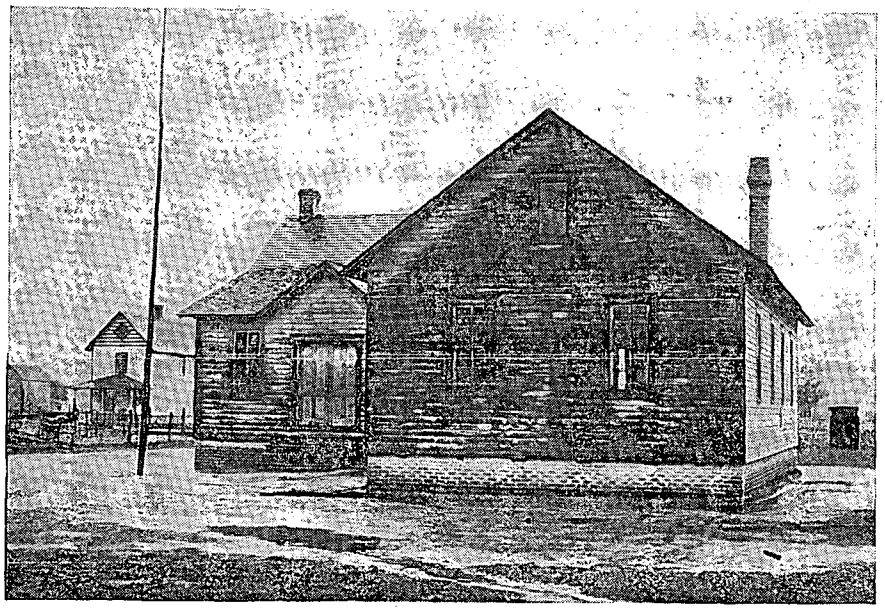
The former is a "foundation," endowed by Pierre S. duPont in July 1918, and functions "with the avowed purpose of stimulating and augmenting both the natural instinct of the people toward progress and the various directive and creative organizations which exist within the state." The latter is the instrument of the former in carrying out of one of the most distinctive school programs to be found anywhere in the United States. This School Auxiliary Association has undertaken wide investigations of existing conditions in education in the state. It has published pamphlets and bulletins of its own, and it has financed the University of Delaware Press; helped to develop a state-wide Parent-Teacher Association; pushed the enforcement of compulsory school laws; helped the Child Welfare Commission, the Delaware Medical Society and the state-wide health campaign; helped the university to bring in national authorities in education for its summer schools of teacher training; helped the schools in many other minor ways. But especially it has carried on and is carrying through the most extensive school-building program to be found in any state in the union. To be sure, this is partly made possible by reason of the fact that the state is small. That is one of the advantages of being small!

School building had lagged, wofully, in Delaware. Surveys by the association showed that there was, in 1921, scarcely a school building in the state fit to be used. Buildings were not only dilapidated and unsanitary, they were obsolete in construction and inadequate in size. There was nothing to do but to rebuild the entire system, if school education in Delaware was not to fail entirely.

Delaware, of course, maintains a dual system, the Negroes having a system of their own, under the one general state administration. Since much of Delaware is rural, and since the races are interspersed through the whole rural area, building costs are very heavy. It is not to be too greatly wondered at, therefore, that both systems had largely fallen into decay.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED





The Delaware School Auxiliary Association may well point with pride to its progress in replacing the antiquated Negro schools by modern buildings, at a cost of over a million dollars. At the left is the old school for Negroes at Bridgeville, and above the new one

The Delaware School Auxiliary Association turned its attention first to the rebuilding of the schools for the Negroes in the rural districts. Several reasons have been suggested for this method of attacking the problem. The association, itself, says that the reason was that this seemed to be the means of making the problem most simple. However, others have suggested that the association hoped, by this means, to arouse the legislature to do something better for the white schools of the state.

Whatever may be the ultimate reason, the association attacked the problem with vigor. To date, eighty-three schools, with a total of 147 rooms, providing school opportunity for 5,795 pupils, have been built. The total cost of this building program has been $1,054,486.52. Outside of Wilmington, every Negro school in the state, with but five exceptions, has been thus rebuilt. The remaining five will be built as soon as suitable sites for the schools can be secured.

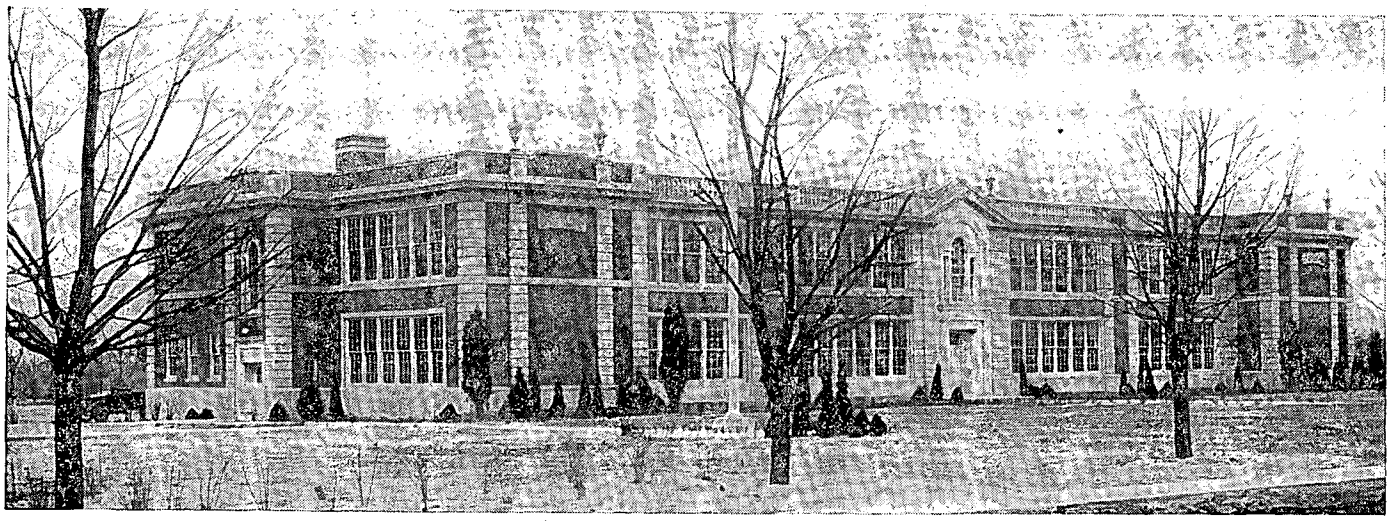
In addition to the building of these district and high schools in all but five districts of the state, the association has rebuilt the State College for Colored Students at Dover, and helped that institution to provide a richer program for its teacher-training work.

One of the very striking schools constructed for the Negroes is the Booker T. Washington School at Dover. This building is of brick, contains seven standard class-rooms and two auxiliary rooms, has a pupil capacity of 300, and has a playground of six and one half acres. The class-rooms are built around an auditorium, and are so arranged that they have entrances directly into the auditorium, as well as outside exits. The auditorium has a seating capacity of 500 and is equipped with a moving picture apparatus. It will be used not only for school assembly purposes, but as a gymnasium, and since it is in the capital city, it will serve as a general community center for the colored people of the whole state.

Meanwhile, the association has gone ahead with a slightly less ambitious program for the white schools of the state. It was the hope of the association and of many other citizens that the 1923 legislature would provide for a general building program for the white schools. But nothing of the sort was done. Officially, Delaware lags behind. Not even the fact that the Negro children of the state now have practically everywhere better schools than the white children could move the grave and reverend guardians of the laws and tax-moneys to a school-building program for their own children.

Hence, the association is proceeding slowly but persistently in providing schools for white children. To date, eighteen such buildings have been completed and one is under construction, offering a total of eighty-five new rooms and giving school chances

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



Another "before and after" illustration of how the public-spirited citizens of Delaware have put through an admirable school-building program for the state. Above is the new Laurel High and Elementary School for white pupils; below the old buildings

of a modern sort to 3,300 pupils. The funds of the association are not sufficient to rebuild the whole white system of the state. Eventually the legislature will have to take over the job.

The secretary of the association, Joseph H. Odell, in his most recent report, calls attention to the fact that "we have been building at the rate of one new school every six and a half days during the past year. As this work has been done by our own building force, our costs have been the absolute minimum, because there were no builders' profits, no bonding, and nothing allowed for contingencies. When finished, a deed for the property is turned over to the State Board or the Special District Board of Education with no conditions or reservations."

As has been said, Delaware is largely a rural state. Farms are small and much of the agriculture is becoming more and more intensive. When a progressive farm and farming community and a good rural school cooperate in providing both constructive activities and mental nourishment, then the general conditions of notable educational program are at hand. If, now, in addition to these two factors, the school provides teachers who understand what education is and what the whole life of this community means to the children; and when the community provides intelligent men and women who see that the school cannot hope to cure with its few hours of teaching what the community is promoting with its endless hours of living: when all these factors are understood and taken into account, the community and the school have both escaped from the old educational drift and are by way of undertaking an educational program worthy of the hopes of the democracy.

Something of this sort seems to be under way in Delaware. There are those who fear the work of private organizations, especially of organizations financed by wealthy individuals. But the Service Citizens of Delaware and the Delaware School Auxiliary Association both seem to be free from any taint of the autocratic. They seem to be working in the spirit of pioneering enterprises, attempting to stimulate the citizenship of the state to great endeavors and setting them admirable examples of such endeavors. They seem, moreover, to understand that education is not wholly of the schools; that it is a function of the whole community life.

Best of all, they understand that the work of voluntary agencies must never undermine the sense of responsibility of the community as a whole, or of the state.

With such an experimental organization at work within the state; with such programs of educational reorganization already well under way, and waiting only the awakening of the people as a whole for their completion, the state of Delaware is likely to become what Oregon once was, what Wisconsin for a time aspired to be, the "laboratory of democracy."

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Herta Breit, aged eleven, painted this portrait of the artist as a young girl

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Friends, by Ed Viet, aged twelve

In the Strange Brave World of Children

By NORMAN H. MATSON

Beggars, by Grete Hanus, aged thirteen

EVERY child lives in a beautiful and interesting world of his own, and almost every child has the talent to express that world in graphic or plastic art. All he needs is encouragement and sympathy so that he may have the confidence to resist the temptation of being imitative—that infectious disease of all his elders.

Were an art school for infants conducted in accordance with such a theory, what would result? Happy children, first of all; and secondly, the creation of truly beautiful things. After a visit to the school of Dr. Franz Cizek in Vienna, there can be no question about that! His is a school without discipline, without rules, without traditions. For all these are substituted respect, indeed, reverence for the unspoiled, creative child-mind. Dr. Cizek is happy that the little children suffer him to come unto them. It is a moving, not-to-be-forgotten experience to talk with this tall, somber-eyed artist who for twenty years has cooperated with children, and to see him among his pupils.

Happy faces are rare in Vienna, and this doubtless makes more striking the discovery of a school-room in which all are intensely interested and all obviously happy. When we made our way through the inner city to Schwartzenberg Platz it was Sunday morning, cold with that bitterness that makes Vienna seem more empty, more dilapidated, more skinny than humanity can bear. People who probably had found they could sleep no longer in the icy dampness of their own rooms hurried stiffly along the streets to the smoky warmth of cafés, there to spend the rest of the day sipping bad coffee, reading newspapers, gossiping of foreign credits and the possibility of war, but chiefly just being warm.

Prim little children, huddled into baggy clothes, clumsily staggered along beside their mothers on the way to church, caught up at every corner by a gust of icy wind that entangled them in the flapping skirts of their elders.

Little bob-tailed street-cars, shabby for want of paint but not so shabby as their bearded conductors, passed slowly. At the corner two old women, shawled like witches and wearing enormous felt boots, tended a meager display of apples and oranges, decorated with cards announcing the price as 2,000 crowns apiece. On a rink next to the big Concert Hall, well-clothed children and some young men skated in somewhat solemn enjoyment. Across the broad square rose the ornately impressive columns of Karl's Church, as out-dated and disproportionate to the present time as the Doges' Palace in that other dead empire city, Venice. Leafless trees bordered a wide, empty street. On the curb a young ex-soldier displayed a wooden leg and two metal forearms, begging alms in a gentle voice.

We found the address we sought with the help of a kindly gendarme and a red-cheeked old man in a moth-eaten fur coat. The latter walked with us, out of his way,

A sketch by Grete Hanus, aged thirteen, which shows remarkable ability

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Priest and peasant women in the Tyrol, a woodcut, by Helene Klaunzer, aged fourteen

the more surely to direct us, as is the generous Viennese custom with foreigners. But perhaps he helped with extra willingness because he was glad we were going to Dr. Cizek's school, for he knew it and praised it enthusiastically.

The art school building is just such a building as an American high school—bare hallways and broad stairs. The door to Dr. Cizek's class-room was unlocked. We entered and thereby left gray, discouraged Vienna behind us, far, far behind us, and stepped into a busy, hopeful world of children. The big, light room hummed with significant life and sang with exuberant color.

Sixty boys and girls were at double desks and easels. There seemed more than that. A girl with blonde braids and a pinafore we noticed first, for she was working in the front of the room at a panel that was fully eight feet long. It was a procession of peasants in gala attire, and she was painting brilliant flowers at their feet—flowers as naive as Giotto's and as vivid as the brightest Hungarian embroidery. Her tongue was thrust out at the corner of her mouth in a gesture of complete absorption.

The appearance of the *Ausländer* distracted no one from the important work at hand. We started diffidently down an aisle, feeling like intruders, dreading to embarrass the littlest. We need not have feared!

We stopped at the desk of a dark-eyed boy working earnestly with colored paper—greens, dark and light, blue, white and orange. He had a sketch beside him, of old people, heavily laden, walking with great weariness over a desolate hill. He glanced up, saw we were interested, moved the sketch so that we could better judge it, and went back to the absorbing task of making hills, trees and sky with his colored paper. The gesture was eloquent. He was not surprised that we should be interested in the picture that had grown under his own hand. He was interested himself! Later we learned that the weary folk were some of those he had seen in the Polish hunger zone, whence he himself had been brought to Vienna. We learned, too, that he was ten, not six as he seemed. War does that to children.

Near him were three yellow-haired girls in a row. The oldest one (she was all of twelve) the ring-leader, and obviously the "master"—sketched on a yard-square canvas what was to be a record of all her friends. Already she had drawn the portraits of six of them, leggy little girls with flying hair and impudent faces, sewing, reading and playing the piano. In the corner, very small, was a portrait of the artist, directing, it is sad to relate, a "long-nose" at the rest. It was excellent drawing, but as Dr. Cizek said, a grown-up might have done it! The "master," in a word, had "gone academic."

Peasant wedding in the Tyrol, by Grete Blatny, aged thirteen

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Another woodcut, The conscript's farewell, by Helene Klauzner

The desk at the end of the row provided a startling proof that this was indeed a school without rules. Who would deny that Mary was very wrong to have brought her lamb to school, or at least to have tacitly encouraged it to follow her there? But here no one seemed in the least disturbed or even interested in the fact that a seven-year-old girl worked at her painting while a fuzzy, white dog struggled to stay on her lap! She labored with composition and he scraped his tail back and forth in utter content.

We asked about that. "Oh," said Dr. Cizek, "she is very fond of the dog, and we said yes when she pleaded to bring him. Now they are both content, and doubtless she draws better!"

If the lamb had not been turned out perhaps we should have heard much more about Mary—but there are those, particularly here in the home-town of Dr. Freud, who would argue that such a thwarting of affections as suffered by Mary should have produced something more than a nursery rhyme about the two. And they would argue not without certain evidence. We found, for instance, that Herta Breit, who is eleven, was putting the last touches on a water color in which she had sought to express a still happiness, and succeeded. The leaves of that lovely tree are so green and the berries so red that she laughed, herself, to see them. The sky is miles high and blue. The roofs of that delectable village, far from the halcyon hill, are red in the sun. The funny little girl is herself. She has remembered to wear her overshoes; her hair is hopelessly straight (as it really is) and the wistful dog is—her ideal dog. Herta has no dog. She cannot afford to buy one, so she had created this one, and he follows her faithfully through all her pictures. Wordsworth never apostrophized his Lucy with greater tenderness and appreciation!

Anneliese Freisler, who is ten, is Herta's friend. Her art is very different. She has sociological interests, and that is why she was drawing the picture of a *Frau Schieber* (Mrs. Profiteer) being unfavorably considered by members of the urban and rural proletariat!

At an easel a tall boy was laying the red-tiled roofs of a mountain village. There were distant mountain peaks, snow-covered, and a strange blue garden in the valley. Something very close to genius guided him in creating an atmosphere so cold and so clear that it could almost be felt.

Everybody was working, everybody doing a different thing, drawing, painting, modeling,

Peasants of the Salzkammergut in church, by Herta Zuckerman, aged fourteen. Her work has already been widely shown in posters of the Friends Society

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

embroidering—the "models" were all invisible—for they were to be found only in the strange, brave world of the children. Dr. Cizek (and every other artist who has seen it) thinks highly of the extraordinary sunrise painted by Irene Malline, who confesses to seven years. Dawn breaks above her home in colors primitive and powerful. Her cat lurks on the roof near the chimney, the smoke from which suggests breakfast; the dog leaps with decorous joy; and the sun unmistakably tears the shrouds of night with his spears.

"It is a picture from her world," said Dr. Cizek. "It is beautiful. No one but an unspoiled little child could have done it. Children, warned early enough from imitation, do naturally what the great moderns strive to do—that is, express their own sure instincts directly and sincerely." He was equally enthusiastic over her two dogs, exalted as they are by their border of bright flowers. This was her very first drawing.

Dawn, by Irene Malline, aged seven. "No one but an unspoiled little child could have done it!"

The youngest pupils of this class are six, the oldest are fifteen. Dr. Cizek prefers the work of the youngest, and believes it is the best. In all sincere, unimitative work he finds something to admire; but imitative work, however clever it be, saddens him. He helps his children to do what pleases them, and thus are they never bored. They are confident. If the painted horse of one is far less like a horse than the one painted by the boy across the aisle, he is not ashamed nor envious. He knows his strange-looking horse is his idea of a horse, and so has something that not another person in the world could have given it!

Do the children who so ambitiously start huge detailed compositions ever weary and abandon them before they were finished? Dr. Cizek says they never do. Some who do intricate embroidering overwork, and these are persuaded to break their task with other and difficult work. But they are all too interested, too free, to rebel against sustained effort.

The children make what interests them. Whether a child chooses to do a ten-foot cavalry charge or an inch-high model of a locomotive, it is all one to Teacher, who is likely to find beauty in both. The new youngster, who shyly says he thinks he would like to do a house, is asked whether he would draw it, paint it, make it in wood or clay, embroider or engrave it. There are many ways to make a house, and some of the finest are painted clay models, an inch or two square, with droll people walking in the garden.

The child himself works out his technical problems. The newest woodcut artist learns, by trying, that he must cut away the part he would have print white. He does go, of course, to other children engaged in making woodcuts: "How does a fellow make leaves?"—"Well, I make 'em this way."—"It's a pretty good way; I'll try it." But that is rather like discovering it oneself.

The littlest are not abashed before strangers be-

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

cause they know, as the whole class knows, that Teacher is most interested in their work. Not that they become vain. Their attitude is that of the Polish boy. Their creations are discoveries to themselves. It is almost an impersonal attitude; they sense the significance of the fact that they are engaged in creation and not in competition.

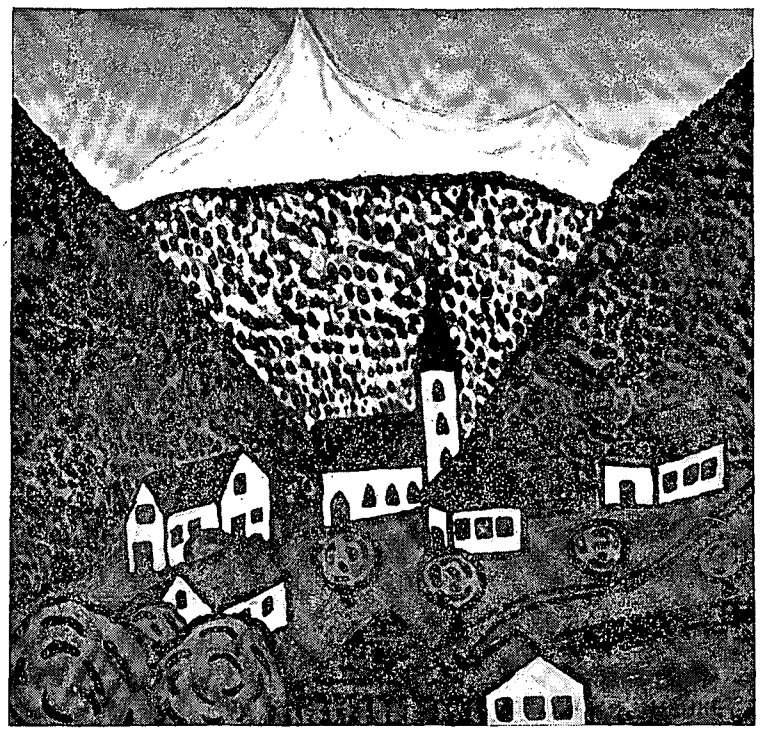
All the children do home tasks (the class can meet but once a week), and in these the children are frequently most confidently themselves—and sometimes most imitative. When Dr. Cizek sees evidence of the billboard and comic-strip in a child's work he does not reprimand him directly. That would be exercising the grown-up tyranny he abhors. Instead, he casually speaks to the whole class of the dangers of imitation—and the individual is either persuaded or goes his own way, a way that soon enough leads out of the class.

Since 1903, children from Dr. Cizek's classes have become successful artists; but these have been, so to speak, a by-product of the school. Dr. Cizek's first objective is not training students to become artists. He wants chiefly to stimulate children to express sincerely their own creative instincts.

"If I were asked," he said, " to say what is the most important wisdom I have acquired in these twenty years, I would reply: 'The earlier the better'; four is a good age to start."

Children who have learned the joy of making original things are happier in later life. The child that has learned the joy of creation will make a better plumber, banker, politician—a better citizen, according to Dr. Cizek. Keep the children from imitating their stupid elders before they are twelve, and you will change the world!

"What a child learns and deeply experiences before he physically ceases to be a child," went on Dr. Cizek, "is most likely to be passed on to the next generation. And so I feel that my voice is being heard by future generations."

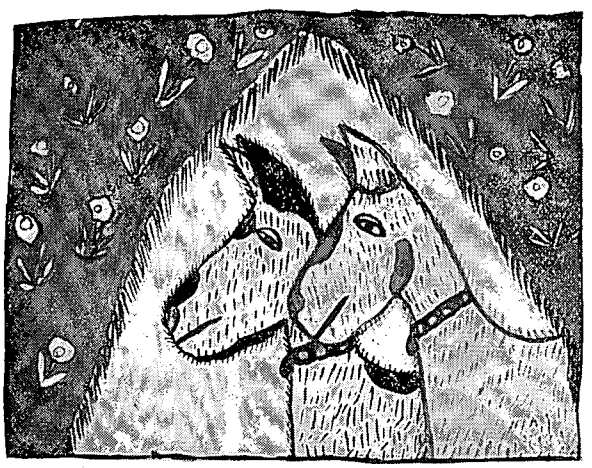


The Tyrol, by Amandus Hauke, aged thirteen

Sounds of piano and violin from an adjoining room prompted an interrupting question. "Yes," he said, "those who can may make music if they wish. No, it does not bother the class." Here we saw something almost like an example of applied discipline. Ten or twelve children had been clustered for some time around the boy at work on his mountain village. Doubtless they were making critical suggestions, for the artist felt impelled to give lengthy explanations. Dr. Cizek said quietly, "You have but a half hour left." The group scattered. It would be a long wait before the next class!

He returned to us, stopping first at a desk to inspect a drawing. The tiny artist looked neither apprehensive nor embarrassed while Teacher examined the drawing (a man in a racing motor boat in the middle of a lake, with an elaborate forest in the distance) and smiled. The artist

The woolly lamb and the bird opposite were modeled by Franz Felser, aged twelve



The very first drawing that Irene Malline, aged seven, ever made was this sketch of two dogs

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

smiled too. They both knew his weakness was for motor-boats. It looked like solid equality between teacher and pupil.

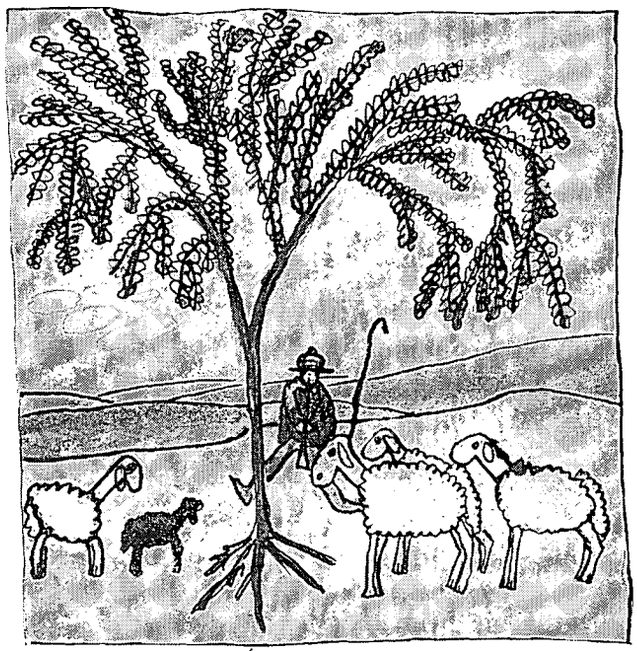
"The earlier the better," Dr. Cizek repeated. "I have another class for children from four to six years only. Their mothers frequently come with them and sit in the class-room. Sometimes they try to draw too, but I have never seen one of them do half as well as her child."

All children are creative, in Dr. Cizek's opinion, and most have some artistic talent. (It is nearly always ruined, one way or another!) Girls are creative much earlier than boys, perhaps because very young boys have more varied interests than very young girls. But the boys' instincts when finally developed are apt to be the strongest and most permanent.

This class where children learn to express themselves in art is but a part of Dr. Cizek's educational theory. In the school of his imagination, music, dancing, painting and plays would all be invented by the children themselves, and the lessons would grow naturally out of the needs of daily life. The girls would make their own clothes and the boys their own toys. All the order and discipline of the place would be in the children's hands.

Hundreds of applicants are necessarily refused admittance to Dr. Cizek's classes, which have now one hundred pupils, an almost unwieldy number. He would like to accept every one that applies, he said; unfortunately that is not possible. The tuition fee for six months is 3,000 crowns, approximately four American cents, and as materials are priced almost at "world level," the total tuition income for six months pays for no more than an hour's worth of material. But there has been a little help from overseas, and the Austrian government helped with a subsidy. That subsidy was recently withdrawn for purposes of economy, but the school, which is becoming internationally famous, will somehow go on.

Plans are now being made for the holding of an exhibit of the pupils' work next winter in New York, and later in other American cities. These exhibits will fail of their purpose if the truly extraordinary pictures are judged as the work of *"Wunderkinder"*—of those difficult, unlovely individuals, child prodigies. They are the work of youngsters who, oddly enough, considering the conditions in this war-wrecked country, were given a chance to be themselves. The best of the pictures are messages from the strange, brave world children live in, which they are so wofully seldom encouraged to express.



Erich Engels, aged ten, remembered this pastoral scene from his trip to the country. He calls it Noonday.

Even little children share the general contempt for the post-war "schieber" which Anneliese Freisler, aged ten, portrays below in the cartoon of Mrs. Profiteer

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Red Man's Experiment with Grade Schools

By SADYE M. HAGEMAN

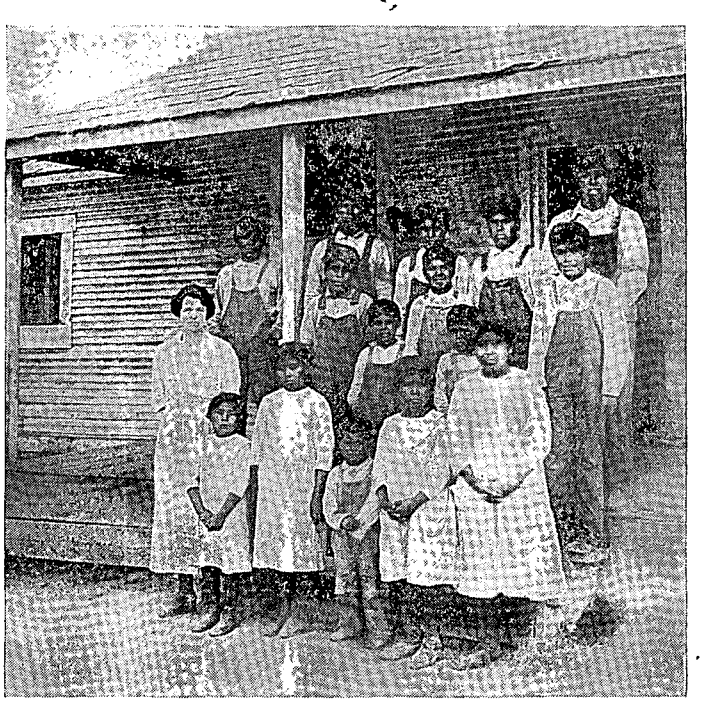
OLD Chief Odock lay in the shade of a lofty sycamore tree, his wistful gaze fixed on the huddle of homes which nestled against the generous elbow of the river levee. Twenty in all, cabins and tepees dotted the narrow strip of land named Cachil Dehe Rancheria. The proud eyes did not see in the little cluster of houses the meager remnants of ten thousand campfires; they saw the site of the Dream Castle for his race; a place where the tawny-cheeked boys and girls could come and go, playing, singing, learning from books —just like the children of the white man.

"White man say Indian no can learn. How you know? You never give him chance!" The old chief's hunger for knowledge for his race voiced itself in public plea and enlisted the interest of white neighbors. Funds were subscribed. Before the great Acorn Feast Day had been set apart by the Boli man (prophet), the Dream Castle pushed up from the shimmer of sand—slowly, for Chief Odock's gnarled hands alone wielded the hammer and saw. But by late September there it stood, a well lighted room, sixteen by twenty feet, a schoolhouse for the Indian children—a memorial in shining new pine and redwood shingles to the great faith and love of a loyal chief.

There followed the pioneer days of the institution, two years as a mission school. That first day when the bell tolled out the nine o'clock call, hours passed and the social service teacher sat alone. Over the brink of the levee, hiding behind tree trunks and wild rose bushes, were the fifteen children of the school! Bit by bit, they cautiously advanced, only to flee in wild confusion at the sound of a footstep. Finally, the old chief rounded them up and drove them into the room! There followed two days of chattering in an unknown tongue. On the third day, the names were secured for the register and by the end of the week each child had learned the salute to Old Glory.

A story, thus far, which might lapse into the usual and commonplace, but which rises instead to a unique climax. The old Indian chief, crying out against the future ignorance of his race, moved a modern board of county supervisors to make the old man's Dream Castle the first Indian public school in the state of California. That strange assortment of childhood, shrinking, untrained and untaught, whose heritage had been poverty of thought, experience and environment, to be graded by the same course of study used for the white children of the country.

The first September morning after Cachil Dehe's transformation to a public school, fifteen pupils, ranging in age from five to twenty-one years, confronted the nonplussed teacher. In their homes there had been no books, magazines, papers or pictures—the ordinary material of educational background all missing. And their fathers and mothers squatting flat on the ground around the bubbling acorn soup pots or lounging on the levee, seemed completely unaware of the importance of this new school which had come to the tepee circles.



Fifteen children, ranging from five to twenty-one years old, confronted the nonplussed teacher

For five years that first public school teacher, doctor, minister and friend did double shift in his stupendous task—Americanizing the real Americans. The grapple by day with the language handicap and the undisciplined minds in the school-room; the evenings and week-ends spent with the apathetic parents.

Through the years, the scene shifted. Suspiciously at first and then cautiously, the Indians filed across the trail which bridged the chasm between the red men's habits of life and the white man's civilization. On one of those evenings at night school, when the adult minds ached with the process of learning, the old chief's appeal rang through the room. "Brothers, white mans same as God. Him know everything, him can do everything. Indian mans no can do nothing, him no know nothing. You know why? White mans goes

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

to school and learns book. Book tell him everything." So the clumsy brown fingers traced the lines of the primers and the native stick-to-itiveness, once wisely directed, expressed itself in improved homes, better sanitary conditions and habits of industry.

When Dr. Lawrence Michael, a special supervisor of the Indian Service, reached Cachil Dehe two years ago in his state survey of the conditions and needs of the non-reservation Indians, he showered it with words of praise. Tepees had gone. Small houses with curtained windows had come. Chairs, benches and boxes had displaced the squatting circle in the dirt. Beds had been lifted from the floor to bedsteads. Vines trailed the house walls, flowers smiled from the front yards and chickens dotted the backyards. The allotments of land were planted in orchards, alfalfa, wheat and gardens. The rancheria wood pile had been built up from the river's drift wood. Towering above all roofs was the water plant carrying water to each home; and the glistening telephone wire linked the Indian village to the outside world.

"The best living conditions west of the Rockies," was Dr. Michael's comment when he learned the rest of the story. Not a case of tuberculosis, trachoma or abject poverty; a school register showing an average attendance of 98 per cent and a school proud of the fact that it was one of the two schools in the whole county which did not lose a day because of "flu" epidemic. Books, magazines and papers in the homes, and often at night the voices of boys and girls reading to the older people who had not mastered the art of reading. And the honking of several automobiles moving in and out of their makeshift garages.

But only two years before, the experiment of a graded Indian school had seemed little short of a failure. The older pupils had dropped out and the next in age had struggled to the fifth grade, where factions start. This, in previous years, when an Indian child by some means had drifted into a white school, had seemed the zenith of Indian understanding and capability, except in isolated cases. Here, the school had paused.

The old chief's heart was heavy, now that the critical time had come. In the two years of mission and the five years of public school, even he had read to the third reader! Had the Great Spirit made the Indian children's mentality of a lower level than that of the white children? Cachil Dehe was to continue as a public school, they must measure up to the standard set for the white child. They must grasp the salient points of history, civics, geography, the technique of the English language; they must learn to think, to reason and discriminate in a language foreign to their own unwritten one. Would the teaching profession produce the dreamer who would understand and impel these perplexed Indians across the gulf to the white schools' level?

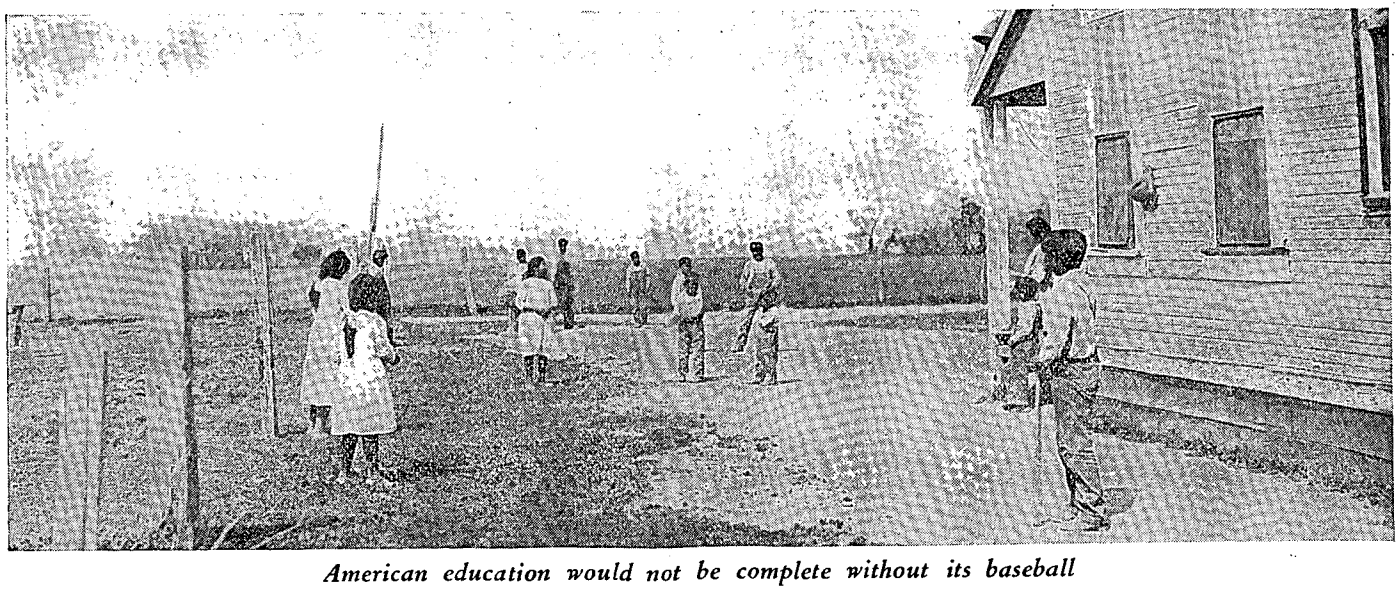
The answer to the query came one dusty October evening when the new teacher, a rather young woman, set up camp in the little room at the side of the school. The class-room with its weird clash of white, green, black and light blue ceiling was transformed into a soft brown. Dainty white curtains shaded the windows and plants smiled from the window seats. Pictures and drawings, suggestive of the passing months, replaced the old broken frames. The pupils expanded to the restfulness and order of the room.

"Heredity—fiddlesticks!" the teacher exclaimed to a visitor. "Give me an environment and unless it is a case of a feeble mind we'll back heredity off the map!"

Then she rolled up her sleeves and went at her job. She knew no life, no existence, no people but these children of the red men. The chubby-cheeked babies shyly crept to her door for a smile, a piece of candy or an apple. Evening parties rang with mirth. Early winter mornings heard the sputter of the school-room stove. Stealthy feet crept in long before school hours, brown faces bent over books, pictures and stories, eagerly absorbing the delights of a new, unfolding world.

She wrestled with the problems of the language

(*Continued on page* 601)



American education would not be complete without its baseball

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

EDITORIALS

WITHOUT attempting to belittle the complexity of the subject, the criticism of present day educational theories and practices might briefly be stated thus: The great bulk of our educational work is too exclusively objective, does not concern itself sufficiently with child nature or, for the matter of that, the functioning of the human mind generally; our advanced and experimental educational work is too exclusively subjective, does not concern itself sufficiently with preparation of the individual for happy and useful functioning in the social environment as it is. The schools of the older type, with all their modern elaborations and annexes, such as workers' "colleges" or Americanization classes, have fairly definite aims as regards the knowledge and modes of thinking they would wish to inculcate, but in their instruction and discipline too largely paralyze the very functions of the mental life by which education (in the sense of *éducation, Bildung,* for which there is no English synonym) is achieved. The "model" schools have an anarchistic disregard for organized society and almost solely concern themselves with the individual as a personality to be encouraged and developed irrespective of social needs for any specific types of mental functioning. In the battle between old and new, one essential point of view often finds itself in no-man's-land, subject to the fire of both: the viewing of education as a process of bringing into harmony, and raising the level of, individual and social aspiration.

In America more especially we see today the need for a more synthetic understanding of culture and its requirements. We hear a great deal, on the one hand, of preparation of the individual for worthy citizenship and, on the other, of education for leadership; but the essential connection between the two is often lost sight of. A democracy cannot survive unless all the people, or the greater part of them, possess the quality of potential leadership and the actual leaders possess a deep sense of social responsibility and quality of potential loyalty to other leaders. And this not only in a moral sense but through the existence of a basic unity of cultural values. Unity—not uniformity: all modern research tends to show that the culturally greatest civilizations were built of varieties of social groupings, not without friction but with a sufficient homogeneity of appreciations to make possible an unimpeded functioning and development for all. The idea that all people are equal, with the exception of a few geniuses following no laws but those of their own nature, could not have taken root in any of the great culture centers of history because it would have been so obviously contrary to the facts which anybody might observe. It is, indeed, a conception less than two hundred years old, arising from the false abstractions of modern political theory.

CLARK WISSLER, in his most suggestive recent book on Man and Culture, draws a convincing picture of the processes of human evolution. He shows how not only race but fauna, flora, topography and climate have modified the "universal pattern" of common trait complexes, how progress is, in fact, the elaboration and enrichment of these complexes through the adaptation of inherited or borrowed practices to novel environments. Those races and tribes have stood still and deteriorated which, long inhabiting the same zone or territories of the same nature, had no new problems to conquer and, because of remoteness, were deprived of fertilizing contacts with other cultures. Exactly the same thing happens when a modern society, self-sufficient in the natural advantages which it enjoys, cuts itself off from intercourse with the outside world and, by coercing such diverse traits as may exist in its midst into a common mold, by forcefully assimilating its own minority groups, restricts the interplay of diverse culture complexes.

The task of American education, then, is not merely that of diffusing accepted standards—with their requisite minima of knowledge and ability—nor that of giving individuals the opportunities for exercising their inventive faculties, but preeminently that of preserving group experience within each group and bringing the different groups within the nation into fertilizing contacts. Dr. Wissler says that "education is our religion"; but he also shows how inadequate and superficial our conception of it is as yet:

> Our culture is characterized by an over-ruling belief in something we call education—a kind of mechanism to propitiate the intent of nature in the manifestation of culture.

But we are gradually beginning to understand—and the articles in this issue are a contribution to that end—that the evolution of culture has its natural laws, laws as yet imperfectly known, which render illusive all our striving unless it conform to them. Psychological research has profoundly influenced American educational theory in the last few decades. It is time that the social sciences apply themselves to it with equal thoroughness and scientific honesty.

THERE IS no immediate danger that Ellis Island will be forgotten by the public. Inbound shipping resolves itself, periodically, into a dramatic stampede. The picturesque and ruthless operation of the quota law keeps immigration on the front page of the newspapers; and the British ambassador may be counted on to do his part in focussing attention on the Island itself.

But without slighting the importance of the way in which aliens are handled at the threshold of the United States it is just as well not to forget that a much greater problem remains unsolved when they are safely through the door. And it is to be feared that the lively interest in Americanization—however defined—which was shared alike by nervous patriots and genuinely public-spirited Americans has been steadily waning since the war.

So far as this tendency represents the collapse of hastily conceived and fundamentally unsound schemes for forcing

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

American customs on bewildered newcomers, or for "protecting" American institutions by the coercive regulation of those unfamiliar with them, it is not to be regretted. Perhaps the net effect of the subsidence of the general clamor has been to throw into relief the less conspicuous efforts of agencies for securing to the immigrant a square deal, a decent life, and the opportunity to assimilate the essentials of American culture without sacrifice of his own.

KATE HOLLIDAY CLAGHORN, in her brilliant study of The Immigrant's Day in Court, set forth some of the handicaps with which such efforts labor. The law too often fails the immigrant both ways: when he offends, it permits him to be treated with an unjustified severity; when he is innocent, it does not protect him against mean-spirited and vexatious exploitation. The state government of New York, with the cooperation of the Council on Immigrant Education in the city, is making a fresh start in the attempt to give the alien decent protection. At the instance of Senator Cotillo, a joint legislative committee was authorized at the last session of the legislature:

> to investigate the subject of the transmission of moneys, the sale of steamship tickets and in general the business of those dealing with immigrants in this country who remain within this state, for the purpose of proposing remedial legislation to correct any such improper methods or practices and provide adequate protection for the affairs of such immigrants and other affected individuals.

It is to report to the legislature in February, 1924, and has already begun its work by appointing an advisory council of more than 350 representatives of all the important agencies having contact with immigrants in New York. An executive committee, with Miss Claghorn at its head, will aid in guiding the investigation.

Cases of exploitation are now being gathered from as many cooperating agencies as possible, in preparation for hearings by the joint committee which may begin late this month. While the investigation concerns itself directly with New York state, the council will welcome information from social workers throughout the country who are acquainted with cases of exploitation in New York of immigrants passing through the city to kindlier homes. Such information should be directed to J. B. Buell, secretary of the council, at 244 Madison Avenue.

Information, of course, is not enough. Pre-war studies by the earlier New York Bureau of Immigration, by that of Massachusetts, and by the United States Immigration Commission disclosed cases and types of exploitation that are still repeatedly duplicated. After the joint committee has done its work there will remain the necessity of arousing public opinion to compel the passage and enforcement of new legislation, against the opposition of many who now find it possible, under the cloak of legality, to take advantage of the newcomer.

WHEN Miss Claghorn studied The Immigrant's Day in Court she came to the conclusion that the task of adjusting alien newcomers to our judicial system rested chiefly with the legal aid societies and with the private social agencies which had occasion to give legal service to immigrant clients or to see that they had legal redress in one form or another. In this connection it is hopeful to note that the summer convention of legal aid workers, held in Cleveland in June, displayed evidences of a determination on their part not only to forward their work through closer and more aggressive organization, but to integrate it more closely with other phases of social service.

To replace the National Alliance of Legal Aid Societies which has loosely gathered local bureaus into a national federation, a National Association of Legal Aid Organizations was instituted. The new association is to be supported by dues from local units and is to have a full-time secretary. In structure and personnel it appears thoroughly competent.

Through the adoption of standardized forms for record keeping the association has put itself in position to analyze upwards of 100,000 actual cases—now being handled by approximately one hundred legal aid attorneys—every year. What research laboratories have been to science this analysis will be, it is hoped, to many departments of the law.

Meanwhile a committee on relations with social agencies is engaged in finding out to what extent applicants for legal aid are also known to the general case-working agencies. When that basic fact is established the legal aid societies and bureaus will be better fitted to discover how they may best cooperate in organized social work.

IN the hey-day of the summer movie, Mr. Will Hays makes an announcement of international significance. An agreement has been signed with the Mexican secretary of state, he tells us, that Mexicans are no longer to be shown in the traditional role of bad man. "In return," the sequel runs, "the Mexican government has let down its bars against American motion pictures." Mr. Hays adds, quite superfluously, "We are going to great lengths to portray all peoples correctly."

Serious proponents of international amity cannot but take heart at such sensibility. To refrain from making Mexicans villainous, or villains Mexican, is no small sacrifice. Miles of film have been threaded with border wickednesses; millions of eyes have become habituated to identifying the bad man by his sombrero, drooping mustachios, gleaming teeth, and tarnished silver spurs. Not lightly are these symbols—the very stock in trade of the thriller—to be scrapped. Scenario writers must painfully construct new traditions, and that takes thought.

And where will they turn for their villains? Not wisely shall we lacerate the feelings of the sensitive Oriental. If Cuba becomes a problem, Cubans may be villains; the American commonwealth has shown no great tenderness for the amour propre of San Domingo—but these are such little countries to father so many villains. If the devillainizing of a nation is but a prelude to recognition, as in the case of Mexico, there is yet time to utilize Russian villains in great number. But how fit a Russian into the cactus-studded spaces of the great Southwest?

MUST we not turn to 100 per cent American villains? To do so will be to brave the wrath of the American Defense Society; to shock the sensibilities of Lothrop Stoddard and all the Nordics; to run foul of our newest and dearest educational ideals. If we do not drive home in early childhood the cardinal conviction of our professional patriots—that morals are an American monopoly and all aliens are a menace—what peril may not lurk around the corner for the rising generation? And how confusing our American destiny then becomes. At Washington the Secretary of State tells us that our cue is to be good and the nations will love us. Now the arbiter of the movies (not less in-

(*Continued on page* 592)

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A 100% Patriotic Educator

His Americanism was constantly evident . . The children were rigidly classified as wops, frogs, dagoes, niggers, Catholics

REAL one hundred percenters are scarce in every walk of life. They are ideals we aim to approximate, like infinity, absolute zero, angels. Occasionally, however, such a rara avis appears upon the horizon. It was my privilege to observe at close range the manners, habitat, etcetera, of one of this species some few years ago. He was a high school principal with whom I spent two not unhappy years. Like Mr. Pickwick's cabby, he was too much of a curiosity to arouse violent anger at his shortcomings. He was a model, possessed of all the virtues of a true patriot, according to 1921 and subsequent designs.

I will record his antipathies, He hated: organized labor, all foreigners, Jews, Negroes, Catholics, dancers, bootleggers, evolutionists, his friends, his wife's friends, his enemies, his relations and his wife's relations.

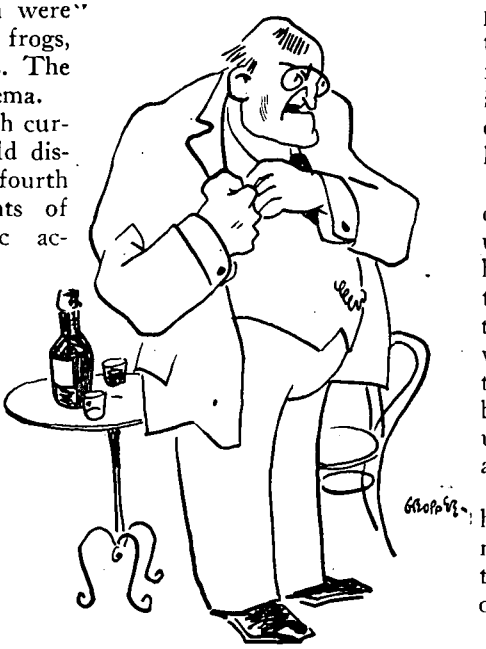
He centered his affections about four objects: the Ku Klux Klan, two other well known and less obnoxious fraternal orders, and finally, himself. His chief indoor sport was speaking in derogatory fashion of all acquaintances except those within earshot.

With a decided bent toward commerce, he yet felt himself to be an abstruse philosopher. His discourses upon metaphysics must have formed the basis for that cynic's definition of a philosopher as a "blind man, going thru a dark cellar, looking for a black cat that isn't there."

Dancing was a terrible sin. I was regaled for hours with his tales of the evil physiological and psychological effects which were the positive results of indulging in this amusement. But when he left the field of education to enter business he immediately began learning the gentle waltz and breezier onestep, salving his conscience by emitting an occasional whine that "some women dance too closely."

His real Americanism was constantly evident in his daily conversation. The children were rigidly classified as wops, frogs, dagoes, niggers and Catholics. The last-named group was anathema.

So far was he imbued with current prejudices that he would distribute copies of the alleged fourth degree oath of the Knights of Columbus to non-Catholic acquaintances, particularly members of the faculty. As usual with one who feels intensely concerning religious differences, he was very devout. He wept when Billy Sunday pictured the horrors of backsliding. He cautioned us to grade our pupils fairly, "otherwise we will have to account for our dishonesty on Judgment Day." To this day I retain a haunting fear that in the unknown future an awful deity will bring me to task for marking Willie Jones "D" instead of "C" upon February 5, 192-.



My erstwhile chief is now selling insurance and becoming wealthy. He drinks occasionally and he dances

When one member of the faculty lost his father, who was unknown to us, having lived in a distant state, the entire school was urged to stand at attention for two minutes beginning at 11:55 A. M. the following day. They did, and in my class the enforced concentration resulted in a decided increase in correct solutions of the problem then adorning the blackboard.

Efforts of fraternization by members of the faculty were halted by his confiding to us, individually, that certain instructors were our deadly enemies, that we should be careful what we said to them and that a local social event to which we had not been invited was organized for the sole purpose of discomforting us. In assigning classes to the members of the faculty, he endeavored, so far as possible, to prevent any teacher from instructing in a subject for which she was unusually well-qualified. "Among the blind, the one-eyed man is king."

Nor were instructors permitted to speak in chapel. Either there was an outside speaker, usually a colorless resident preacher, or he presided himself. One of the faculty always acted as scout to notify us who would be the chapel lecturer for the regular Friday convocation. When the word was passed that "His Lordship" would preside, there was a scurrying for the latest magazine, baseball guide or fancy work. Nor did we feel called upon to reprimand students who followed our example.

If a girl's honor were under suspicion my one hundred percenter would, without investigation, notify her friends that she was unfit company, although it was ultimately discovered in the majority of cases that his suspicions were groundless. Usu-

(*Continued on page* 592)

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Prepare for Advancement

through

Training for Service

THE PENNSYLVANIA SCHOOL of SOCIAL and HEALTH WORK

Offers for the year 1923-1924

One-year and two-year courses—broad, thorough, practical,—adaptable to needs of beginners or advanced students—with opportunities for special preparation for

Social Case Work — *Community Social Work*

Social Investigation — *Public Health Nursing*

Send for current catalog and further information to the Registrar,

339 South Broad Street,
Philadelphia, Pa.

KENNETH L. M. PRAY, Director
VIRGINIA P. ROBINSON, Associate Director

Bryn Mawr College

Carola Woerishoffer Graduate Department of Social Economy and Social Research

Preparation for positions in Social Case Work, Community Organization, Administration of Social Institutions, Personnel Administration, Industrial Relations, Social and Industrial Research.

One and two year certificates
Degrees of Master of Arts and Doctor of Philosophy

Courses open to graduates of colleges of recognized standing who have had *preliminary work in Social Sciences.*

Address:

Bryn Mawr, Pennsylvania

Modern Social Work Requires the Psychiatric Approach

Psychiatric Social Workers
Child Welfare Workers
Visiting Teachers
Attendance Officers
Community Service Workers
Probation Officers
Family Case Workers
Medical Social Workers

Smith College School For Social Work

College Hall 14, Northampton, Mass.

WESTERN RESERVE UNIVERSITY

School of Applied Social Sciences

CLEVELAND

Offers exceptional opportunities for graduate professional study and training in social administration.

Family Case Work
Child Welfare
Group Service Work
Federation of Social Agencies
Public Health Nursing

Write now for Information.

Application for admission must be made in advance.

JAMES ELBERT CUTLER, Ph.D. Dean,
11014 Euclid Avenue,
Cleveland, Ohio

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Boston University School of Religious Education and Social Service

A Professional Training School for Religious and Social Leaders

Located in the heart of historic Boston

This School offers combined college and professional courses leading to the degree of Bachelor of Social Science. Confers graduate professional degrees based on standardized college courses. Maintains unique laboratory and supervisory system for research and the practical training of students.

Its Department of *Statistics, Surveys and Measurements* offers courses in Social Statistics and Research, Survey Methodology, Mental Tests and Measurements, Educational Measurements, etc.

Its Department of *Americanization* offers courses in Racial Backgrounds, The Immigrant Woman, Organization and Administration of Americanization Work, Methods of Teaching Adults, etc.

The Case Method Applied to Social Work is developed in strong, practical courses, as is also community work with children and youth, recreation, drama, pageantry, etc.

This School is an integral part of a University which enrolls more than 10,000 students annually. It maintains a faculty of 35 specialists who work in sympathetic cooperation with more than 400 University professors whose fields span the entire range of cultural and professional education.

The academic year opens September 18, 1923. For catalogue and other information address:

The Dean, Boston University School of Religious Education and Social Service

Temple and Derne Streets **BOSTON, MASS.**

Union Theological Seminary

Broadway at 120th Street

New York

Interdenominational: open on equal terms to members of all churches. College graduation required for matriculation. Training for effective ministry in the various branches of the Christian Church, and for theological scholarship. Offers Bachelor's, Master's and Doctor's degrees in theology, and vocational diplomas in the Pastorate, in Religious Education, and in Home and Foreign Service.

For Catalogue and Courses of Study, address

Charles R. Gillett, D. D., Dean of Students

Broadway and 120th Street, New York City

The National Training School *of the* Young Women's Christian Associations

Sixteenth year opens September 19, 1923

GRADUATE COURSE

The curriculum offers professional training in

1. Biblical Literature and Interpretation
2. History and Philosophy of Religion
3. Religious Education
4. Industrial and Social History
5. Association Leadership and Technique

PRELIMINARY TRAINING

6 weeks lecture course (generally given in summer session) and 9 months practical experience on salary under supervision

For information address

PERSONNEL DIVISION, NATIONAL BOARD OF THE YOUNG WOMENS CHRISTIAN ASSOCIATIONS

600 Lexington Avenue New York City

The Congregational Training School for Women

trains for leadership

Its graduates are filling positions as Directors of Religious Education, Church Assistants, Directors and Instructors of Week-day Religious Education, Y. W. C. A. Secretaries, Girls' Work Secretaries, Secretaries of Church Boards, Community Workers, and Home and Foreign Missionaries.

It offers a year of intensive training for college graduates and a longer course for non-graduates. Tuition and board are low and some scholarship aid is given. The Autumn Quarter begins October 1, 1923.

MISS MARGARET TAYLOR, Dean

5603 Dorchester Avenue **CHICAGO, ILLINOIS**

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Train for Rural Social Service
University of Missouri

Vocational training is offered students looking toward the work of the County Superintendent of Public Welfare, Family Case Worker, Red Cross and Charity Organization Society Secretary, Probation officer, County Boy Scout Commissioner, School Attendance officer, County Agricultural and Home Demonstration Agents and others.

Collegiate, Graduate, and Short Courses. Each group has a distinct curriculum and a specialized training laboratory.

Rural Training in a Rural Environment

A few fellowships available for graduate work.

For full information address Prof. E. L. Morgan, in charge of training for rural social service.

University of Missouri, Columbia

The Walden School

THE aim of the school is to prepare each child for a complete life, both as an individual and as a member of the social group. Art and craft work; auditorium for music and dancing; science; mechanics; French. All-day plan; hot lunch served; outdoor rest and roof playground for younger children; athletic field; afternoon trips making use of city life in connection with school work. In all fields the school encourages primarily the creative impulse

For Boys and Girls from Nursery through Junior High School

Margaret Pollitzer,
Director
C. Elizabeth Goldsmith,
Associate Director and Psychologist
Margaret Naumburg,
Founder and Educational Advisor

Write for Booklet
32-36 West 68th Street, New York

The
National Catholic Service School
WASHINGTON, D. C.

A Resident School for the Training of Women for Social Service
Recognized Standard Courses

Fall Term Begins September 15, 1923

Conducted by
The National Council of Catholic Women
For Prospectus Address THE DIRECTOR
2400 Nineteenth Street., Washington, D. C.

Professional Training
in

Children's Work — **Community Organization**
Family Welfare — **Court Work**
Medical Social Service — **Industrial Relations**
Psychiatric Social Work — **Extension Education**
Immigration Problems

Given at the
School of Social Work
Simmons College
18 Somerset Street, Boston 14, Mass.
1923-24

Exceptional opportunities for practice work

Professionally directed course for community and social workers, dramatic teachers and little theater producers.

SCHOOL OF THE THEATER
and Threshold Playhouse

ADVISORY COUNCIL
Clare Tree Major
George Arliss
Stuart Walker
Walter Hampden
Wm. Lyon Phelps
Robert Edmond Jones

Direction and stragecrafts, dancing, pantomime, speech arts, Shakespeare, make-up, scenic design, acting. Registration limited. Day and evening classes.

Write for catalog C today

CLARE TREE MAJOR, Director
571 Lexington Ave., New York

Recreation Training School of Chicago
Training for leadership in Recreation. One and two year course.
Special course in Dramatics. Summer Courses.
Write for circular
800 S. Halsted St. (Hull House) Chicago

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Kenyon L. Butterfield, President
Henry Israel, Executive Secretary

The American Country Life Association.

Room No. 1849 Grand Central Terminal Bldg., New York, N. Y.

Maintaining The National Council of Agencies Engaged in Rural Social Work

Is a national information bureau on country life affairs;
Emphasizes the importance of the country life problem;
Conducts an Annual Country Life Conference;
Edits and publishes proceedings of the conferences and a monthly bulletin;
Helps to formulate an alround program of the life on the land according to American ideals.
Covers the subjects of:

- Home-making
- Rural Education
- Health and Sanitation
- Recreation and Social Life
- Morals and Religion
- Communications
- Rural Leadership Training
- Rural Government and Legislation
- Social Welfare
- Rural Organization
- Investigation of Rural Social Problems
- Teaching of Rural Sociology
- Country Planning
- International Country Life Movement

Public Information

Membership $3 a year includes "Country Life Bulletin" as well as Proceedings of Fifth Annual Conference, held at Teachers College, Columbia University, New York, November, 1922, on "Rural Community Education," ready October 1.
Sixth Annual Conference, November 8-11, 1923, Hotel Chase, St. Louis, Mo., subject: "The Rural Home,"—the biggest and best conference yet held.

The Johns Hopkins University Courses in Social Economics

Courses offered: History and Development of Social Work, Family Case Work, Child Welfare, Health and Preventable Disease, Social Medicine, Community Problems and Organization, Social Law, Immigrant Peoples, Home Economics, Social Legislation, Delinquency and Probation, Social Statistics, Administration, Publicity and Finance of a Social Organization.

Field work training under professional executives. Psychiatric and General Medical Social Service training given in conjunction with the Social Service Department of the Johns Hopkins Hospital.

College graduates eligible for M.A. degree after completing the two years' course.

For circulars address Miss Theo Jacobs, The Johns Hopkins University, Baltimore, Maryland.

CORRESPONDENCE SCHOOLS

The Allen School-Social Science

Correspondence courses for social workers in sociology, poor relief, child welfare, rural social work, industrial relations, immigration, community service, criminology, psychology and history. Diploma for two years course. Credit toward bachelor's degree. Students begin any time.

Write for catalogue to

Henry M. Allen, A.M., Principal
Allen School, Auburn, N. Y.

HOME STUDY

Become More Efficient

through courses in Chemistry, History, Mathematics, English, Psychology, Education, Business and 35 other subjects which the University gives by mail. They command credit toward a Bachelor degree and may be begun at any time.

The University of Chicago 19 Ellis Hall Chicago, Ill.

The New School *for Social Research*

PURPOSE: To seek an unbiased understanding of the existing order, its genesis, growth and present working, as well as of those circumstances which are making for its revision.

Registration begins September 24
School Year begins October 1

JOHN B. WATSON—Behavior Psychology.
Monday, 8.20—9.50 P. M.

MORRIS R. COHEN—The Thought of the Nineteenth Century.
Tuesday, 8.20—9.50 P. M.

HORACE M. KALLEN—Religion and Its Philosophies.
Wednesday, 8.20—9.50 P. M.

JOSEPH K. HART—Antecedents of Modern Educational Theory and Practice.
Tuesday, 8.20—9.50 P. M.

FRANKWOOD WILLIAMS—Mental Hygiene.
Wednesday, 8.20—9.50 P. M.

A. A. GOLDENWEISER—Problems of Race.
Thursday, 8.20—9.50 P. M.

W. I. THOMAS—The Racial History of Mind.
Tuesday, 8.20—9.50 P. M.

HARRY E. BARNES—The History of the Human Mind.
Monday, 8.20—9.50 P. M.

THORSTEIN VEBLEN—Economic Factors in Civilization.
Wednesday, 5.20—6.50 P. M.

DAVID FRIDAY—Causes of Variation in the Rate of Interest.
Thursday, 8.20—9.50 P. M.

LEO WOLMAN—Unemployment and Unemployment Insurance.
Monday, 5.20—6.50 P. M.

ALVIN JOHNSON—Current Trends in Capitalism.
Friday, 5.20—6.50 P. M.

FREDERICK R. MACAULAY — Statistical Method.
Thursday, 8.20—9.50 P. M.

STARK YOUNG—The Art of the Theatre.
Tuesday, 5.20—6.50 P. M.

H. W. L. DANA — Social Currents in Modern Literature.
Friday, 8.20—9.50 P. M.

LEWIS MUMFORD—Architecture in American Civilization.
Friday, 8.20—9.50 P. M.

Tuition for each course of twelve lectures, $15

Write for catalogue to

THE NEW SCHOOL FOR SOCIAL RESEARCH
465 West Twenty-Third Street, New York City

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

New Words New Words

thousands of them spelled, pronounced, and defined in

WEBSTER'S NEW INTERNATIONAL DICTIONARY

The "Supreme Authority"

Here are a Few Samples:

Get the Best

broadcast
Air Council
Esthonia
Fascista
altigraph
Flag Day
Red Star
mud gun
paravane

sippio
Ruthene
rotogravure
aerial cascade
junior college
Supreme Council
Czecho-Slovak
mystery ship
Riksdag
Federal Land Bank

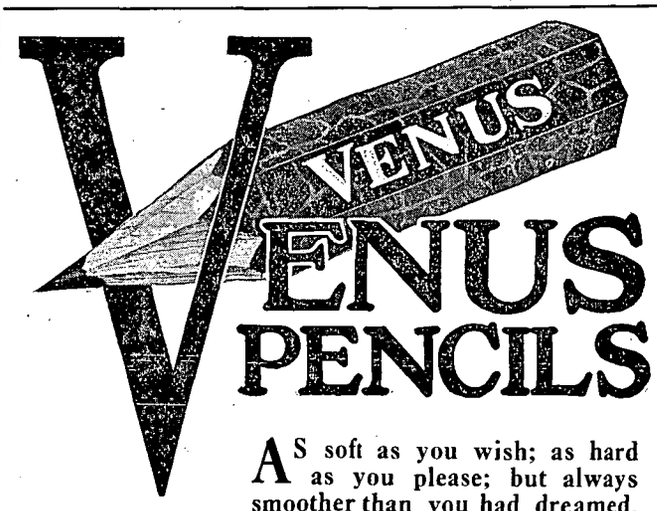
agrimotor
capital ship
hot pursuit
Blue Cross
megabar
Devil Dog
overhead
plasmon
shoneen

Is this Storehouse of Information Serving You?

2700 pages
6000 illustrations
407,000 words and phrases
Gazetteer and Biographical Dictionary

Write for a sample page of the *New Words*, specimen of Regular and India Papers, FREE Pocket Maps if you name *"Survey."*

G. & C. MERRIAM COMPANY, Springfield, Mass., U. S. A.



VENUS PENCILS

The largest selling quality pencil in the world

AS soft as you wish; as hard as you please; but always smoother than you had dreamed. Any VENUS PENCIL you select glides over the paper with a restful freedom from friction.

17 Black Degrees—3 Copying

For bold heavy lines - - 6B-5B-4B-3B
For writing & sketching - 2B-B-HB-F-H
For clean fine lines - 2H-3H-4H-5H-6H
For delicate thin lines - 7H-8H-9H

Plain ends, per doz. $1.00
Rubber ends, per doz. 1.20

At stationers and stores thruout the world

American Lead Pencil Co,
222 Fifth Avenue, New York
and London, Eng.

Write for booklet on VENUS EVERPOINTED from $1.00 up to $50.00

EDITORIALS

(*Continued from page* 586)

fluential in shaping the American mores) leaves us no choice but to be bad. How shall we reconcile those duties? And *how* are we to tell the villain from the hero?

It is a dangerous precedent. Other submerged tenths may follow suit and demand to be released from the shameful clichés in which they are now imprisoned. Suppose the sniffling parson, or the nosy reporter, or the cruel stepmother, or the nagging mother-in-law joins in a similar revolt. What will become of the nuances of social satire on the screen?

A LONG time ago Charles Lamb wrestled with the question of dramatic wickedness. True, he had never seen a Mexican villain on the screen, but we venture to quote him nevertheless:

> We carry our fire-side concerns to the theater with us. We do not go thither, like our ancestors, to escape from the pressure of reality, so much as to confirm our experience of it; to make assurance double, and take a bond of fate. We must live our toilsome lives twice over, as it was the mournful privilege of Ulysses to descend twice to the shades. All that neutral ground of character, which stood between vice and virtue; or which in fact was indifferent to either, where neither was properly called in question; that happy breathing-place from the burthen of a perpetual moral questioning is broken up and disfranchised, as injurious to the interests of society. . . . We dare not dally with images, or names, of wrong. . . .
>
> I confess for myself that (with no great delinquencies to answer for) I am glad for a season to take an airing beyond the diocese of the strict conscience,—not to live always in the precincts of the law-courts,—but now and then, for a dreamwhile or so, to imagine a world with no meddling restrictions.

Would Charles have won that release from reality at the "pictures"? If not, if after all the standardized puppets of the screen, moving in their moral mazes before the passive eyes of standardized audiences, are creatures of a matter-of-fact civilization and derive no authority from the traditions of high romance; then we need not mourn the passing of the bad Mexican from the movies. Mr. Hays is admirably contemporaneous; perhaps he is altogether right.

A 100% PATRIOTIC EDUCATOR

(*Continued from page* 587)

ally a girl who dropped out of school was, in his imagination, about to become a mother.

Nevertheless he had his good qualities. In the management of our classes we were left quite alone, except that he hoped we would refrain from championing the cause of organized labor, an institution which he confidentially informed me was the product of medieval Catholicism in its efforts to conquer the world.

In spreading Ku Klux propaganda he was entirely at home, and the assumed nonchalant air which he maintained while endeavoring to instil the Klan poison as "something I don't know much about myself, but they tell me" always caused his associates to conceal a grin. Through him I learned that the Catholic bishop of the diocese was in league with the Soviet to foment a class war in our nearby coal fields, and that labor unrest in our state had been stifled by the timely assassination of a Negro and a Japanese agitator, said holy act having been accomplished by a secret organization of worthy citizens.

Although keenly interested in business and proud of our commercial department his lecture to the pupils completing stenography was distinguished by the brilliant pronouncement that "no girl can succeed unless she becomes the tool of her employer." Following a bitter retort, he informed

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

the same group that "It is my opinion that there is no greater calling for a girl than the business profession."

My erstwhile chief is now selling insurance and becoming wealthy. He drinks occasionally and he dances. He is slightly humanized. But his life is yet unhappy. I was not to mention it, it might be unethical, but he couldn't help informing me that his competitors in other insurance companies (he named them) were the most damnable, miserable gang of crooks one could imagine. "They would stoop to anything." I offered my sympathy. Immediately there followed a two hour harangue on the glories of the Blank Life Insurance Company. He held a double advantage over me. I was a guest at his home, and he made use of a simple rule of psychology. I sat in a chair and he stood over me. Finally, in a state of hypnosis, I signed the dotted line for a two thousand dollar policy. He drove me to the station and we shook hands cordially. I intend to visit him again when my salary permits me to increase my insurance but not before. I cannot afford such venal hospitality at short intervals.

EDUCATION'S DESPERATELY HUMAN PROBLEM

(*Continued from page* 569)

system of the state, informed, competent, free from local attachments, and inspired by its freedom and knowledge. Then education will not be leading a hand-to-mouth existence as it does now. We had the beginnings of such an organization in the State Board of Education in Wisconsin, but the legislature, for reasons not educational, abolished it.

There are two things in a state educational system over which more rather than less power and responsibility should be placed in state educational administration: (1) finance, and (2) teacher-training. Practically everything about the local unit of school administration in every state is a pure accident. Its size, its shape, its wealth, the number of children, are a matter of fluctuation from year to year and were never considered even in the original organization. In fact, in Wisconsin, Superintendent Callahan has found "school district gerrymandering" that exhibits even more flagrantly the selfishness and venality with which we are so familiar in "political gerrymandering." This results in an inequality of educational opportunity that belies our Fourth of July speeches and our boasted faith in Jeffersonian democracy. There should be some form of general state aid directed not so much at educational achievement, but at the two factors: first, the size of the educational problem as expressed in the number of children to be educated in a community, and second, the economic resources of the community. We have worked out, through one of my students in the University of Wisconsin School of Education (Professor J. L. Douglas, now of the University of Kentucky) a formula upon which state aid may be distributed in direct relation to the number of children to be educated in public schools, and inversely according to the wealth of the community. There is a field where the state very properly should exercise a large influence.

From the standpoint of the public school system the other important field in which there should be large central control is the problem of teacher-training. Our teachers are trained now by unrelated agencies (normal schools) left largely free to do as they please and under state certification laws that might very well have been found in King Tut's chamber. The fundamental character of the elementary public school will depend to a considerable degree on the quality of teaching it gets. Our State Board of Education has always regarded the teacher-training institutions as the

CROWELL'S COLLEGE AND REFERENCE BOOKS

Benham, W. Gurney A DICTIONARY OF CLASSIFIED QUOTATIONS	$5.00
Bulfinch, Thomas MYTHOLOGY	3.00
Chatburn, George HIGHWAYS AND HIGHWAY TRANSPORTATION	3.00
Crowell's DICTIONARY OF BUSINESS AND FINANCE	3.00
Darrow, Clarence CRIME, ITS CAUSE AND TREATMENT	2.50
Dow, Grove S. SOCIETY AND ITS PROBLEMS	2.75
Duruy, Victor HISTORY OF FRANCE	3.50
Edie, Lionel D. PRINCIPLES OF THE NEW ECONOMICS	2.75
Ellis & Thornborough MOTION PICTURES IN EDUCATION	2.50
Ely, Richard T. SOCIALISM AND SOCIAL REFORM	2.50
Fuller, Raymond G. CHILD LABOR AND THE CONSTITUTION	2.50
Hughan, Jessie W. A STUDY OF INTERNATIONAL GOVERNMENT	2.75
Jewett, Sophie THE PEARL	1.00
LeRossignol, J. E. WHAT IS SOCIALISM?	2.00
McSpadden, J. Walker SHAKESPEARIAN SYNOPSES	1.50
Muilenburg, James SPECIMENS OF BIBLICAL LITERATURE	2.50
Palmer, George H. SELF-CULTIVATION IN ENGLISH	.25
Roget, Peter M. THESAURUS OF ENGLISH WORDS & PHRASES	3.00
Trent and Wells COLONIAL PROSE AND POETRY	2.50
Warner, Amos G. AMERICAN CHARITIES	2.75
Warshaw, J. THE NEW LATIN AMERICA	3.00
Watkins, Gordon S. INTRODUCTION TO THE STUDY OF LABOR PROBLEMS	3.00
Weseen, Maurice H. EVERYDAY USES OF ENGLISH	2.00
Williams, E. T. CHINA YESTERDAY & TODAY	4.00
Wines, F. H. PUNISHMENT AND REFORMATION	2.75
Wissler, Clark MAN AND CULTURE	2.75

Thomas Y. Crowell Company

Publishers **New York**

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A first-hand account of the constructive spirit of revolt that is manifesting itself among the youth of Prague and London and Berlin, in Tokio and Peking and La Paz.

THE REVOLT OF YOUTH

By STANLEY HIGH

"No student of current history can afford to miss this amazing résumé of the student thinking in this chaotic generation."
—Minneapolis Daily Star.

"A book of to-day for those who think about the international problems we are confronting. It is a book of interpretations for those who wish to know the thoughts which are surging in the minds of young people all over the world. It tells a story which every leader of public opinion in the United States ought to know."
—The Christian Century.

"The author demonstrates an unusual knowledge of international affairs and a deep insight into existing political conditions in the interpretation which he gives of the facts gained."
—Zion's Herald.

"This book sheds a ray of light on the chaos of the present day. The youth are in revolt. They propose not again to be used as cannon fodder. Theirs now to reason why. It is one of the most enlightening, encouraging and hopeful books that has come to this reviewer's desk for a long time."
—Boston Evening Transcript.

Illustrated. Price, net, $1.75, postpaid

At the Better Bookshops

THE ABINGDON PRESS

NEW YORK CINCINNATI CHICAGO BOSTON
DETROIT PITTSBURGH KANSAS CITY
SAN FRANCISCO PORTLAND, ORE.

The New Psychology and the Parent

By H. Crichton Miller, M. D.

This work, with its companion volume, THE NEW PSYCHOLOGY AND THE TEACHER, is the only book in English in which the important discoveries of the new psychology are discussed with reference to the training of children. Dr. Miller's work is recommended by the National Council of America. $1.75

THOMAS SELTZER, 5 West 50th Street, NEW YORK

Any School Book

We will send you postpaid any school or college book upon receipt of the publishers' list price (40% reduction if we have a secondhand copy). We will open an account with School Boards, Schools and Teachers. Send us a trial order. Mention your official position. We will accept any new or secondhand school or college books, Dictionaries and Translations in exchange, or buy for cash if salable with us. Send list for our offer.

BARNES AND NOBLE, Inc.
76 Fifth Avenue New York City

fundamental interest of the public educational system and has devoted much energy in attempting to call them back from the pursuit of false idols, to prevent expansion which they are not prepared for, whether we consider funds, equipment, or personnel, and to remedy the educational chaos of the internal organization of these schools. Professor Bagley, in the Missouri Report, has put the case well:

"A completely serviceable administration of the preparation of teachers in Missouri (and in Wisconsin) probably cannot be attempted without reorganization. We have seen how the existing institutions were set up independently. Proceeding from small, though for the time adequate, beginnings, they have grown with the people's growth and now hamper one another by their unrelated efforts. The present need is to coordinate and blend them into a single powerful and smoothly working instrument for the great service that they are expected to perform. . . ."

As a transition from the present chaos it is of fundamental importance that there should be a state educational agency with staff enough to concern itself primarily with the future. It will have tremendous difficulties to overcome; for example, the jealousies and ambitions of the existing educational institutions and the tremendous difficulty of legislators in understanding the setting apart of a special agency whose interest is the future. But in any case the effort ought to be made; the studies should be made available to the public as soon as announced; the administrator should stand up for what he sees in the future; and if it is essential in the processes that machinery be abolished and new methods be devised to get the programs into effect, the educational statesmanship of the country should face that issue.

Intrenched ignorance and intrenched incompetence form the largest obstacle in the way of educational progress. Political movements, lay citizenship, educators, have all failed to realize the truth of the statement by Herbert Croly in his Promise of American Life regarding drifting things—countries, school systems, and the like: "they expected their country to drift to a safe harbor in the Promised Land, whereas the inexorable end of a drifting ship is either the rocks or the shoals."

Lay interest in education, teachers participating in administration, community impulse in school work, community service as a basis of staff services by the state to the local communities, socializing the educational program for the entire population of all ages and subordinating mechanism to purpose—these are the educational vitamines that must everywhere be introduced in our educational system.

And now we end where we began. The remedy is not with the educators but with the public. The main obstacle has been that the educators regarded the suggestions of lay people as interference by incompetents with matters above them. Education was the exclusive concern of educational experts. Education in a democracy must be a general interest of all, not an esoteric interest of educators. Lay members—and particularly board members—have a right to discuss educational problems. What education needs is a lay educational evangelism—an evangelism based on accurate knowledge of the achievements, possibilities, and program of public education. It must have the larger view of education which makes educational mechanism serve social purpose—and translates democratic promise into the dynamic individual purpose of the entire citizenship.

Can you, Mr. Layman, translate social and public responsibility as stated in this article into personal, individual responsibility? If you can do this and you live in Wisconsin, over 800,000 children of school age will rise and call you blessed. And so it is in every state.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

BOOKS FOR STUDENTS AND TEACHERS

FOLK FESTIVALS AND THE FOREIGN COMMUNITY

By DOROTHY GLADYS SPICER Postpaid $1.50

History and growth of the folk festival and its social significance, four seasonal festivals with production technique and bibliography.

THE CRUCIFIERS

By Rev. LYMAN ABBOTT, D.D. Postpaid .75

No student needs an introduction to Dr. Abbott's books.

INDIVIDUAL EXERCISES, ILLUSTRATED

Compiled by JANE BELLOWS Postpaid 2.00

Daily exercises—invaluable for the physical director, and equally useful for the student who would keep fit.

THE WOMANS PRESS

600 Lexington Avenue **New York, N. Y.**

Social Science for Teachers

By Charles E. Martz, Department of Social Science, Cleveland School of Education, Cleveland, Ohio, and John A. Kinneman, Department of Social Studies, State Normal School, West Chester, Pa.

THIS text is the first to present for the teacher an elementary course in social science. Throughout, the authors have had in mind the practical problems of the teacher in the class-room, and each subject is treated in a manner designed to aid the class-room teacher of the social sciences, whether taught in the Elementary School, Junior High School, or Senior High School.

Ready in September.

(In the Riverside Textbooks in Education)

HOUGHTON MIFFLIN COMPANY

Boston. New York. Chicago. San Francisco

National Municipal Review

Some typical subjects covered by the REVIEW and by committee reports. We answer hundreds of inquiries each month on these and similar subjects.

Crime Wave and Municipal Justice
A Model City Charter
A Model State Constitution
City Planning
Zoning
Organizing Health Departments
Proportional Representation
City Manager Plan

Annual Subscription.....$5.00

NATIONAL MUNICIPAL REVIEW

261 Broadway, New York

Ask the Social Worker Who Knows

and she will tell you that the sociological problem of the hour is modern family life. Investigation and actual case work alike have convinced her that the basic approach to all phases of social work today is through the Family and Its Members. On this subject she must and does secure the most complete and up-to-date information.

What is a just financial basis for the household? Shall the modern woman earn outside the home? What is the modern ideal in child-care? What changes are needed in the legal and social approach to divorce?

These and hundreds of other questions, personal and ethical, growing out of present-day family relations are a working intelligence test which the ambitious social worker must pass with high rating. In THE FAMILY AND ITS MEMBERS, Anna Garlin Spencer, Special Lecturer in Social Science, Teachers College, Columbia University, discusses comprehensively yet keenly every angle of the modern family problem. From rich experience and thoughtful observation, she offers suggestions vital to the social worker and full of personal interest to all who would safeguard the permanency of the family group.

Send for this book if you would be up-to date in your investigation and diagnosis. It is as stimulating as a university extension course.

THE FAMILY AND ITS MEMBERS By SPENCER

322 Pages. $2.00, postage extra. At all Bookstores.

Dept. S. G. 91, J. B. LIPPINCOTT COMPANY,
East Washington Square, Philadelphia, Pa.

Please send me descriptive circulars of the above book and other volumes in the FAMILY LIFE and HOME MANUALS series.

Name.....

Address.....

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

DR. ALICE SALOMON

WORLD RENOWNED GERMAN

SOCIAL WORKER

In response to many requests from prominent American women who heard her lecture before the National Conference of Social Work in Washington last June

WILL LECTURE in Feb., March, April 1924

throughout the East, Middle and Far West on

"The Stability of the Existing Regime in Germany" "Industrial Conditions in the German Republic" "Women in International Life," "Women in German Politics," "The Principles of Social Work," "Is There a Passion for Peace in the German Mind?" "What the Young German Generation is Thinking," etc.

Other Great Lecturers Available for 1923/1924

Vladimir Sensinoff, Russian Democrat....Oct/Dec.
Rosika Schwimmer, World Patriot.....All Season
Jules Bois, French Psychologist.....All Season
Helen Fraser, English Woman Leader....Oct/Dec.
Mrs. Oliver Strachey, Woman Leader....Jan/Mar.
Bishara Nahas, native Egyptian..Oct. and Jan/Apl.
John Cowper Powys, Welsh Orator .....Oct/Jan.
Padraic Colum, Irish Poet.....All Season
I. B. Stoughton Holborn, Art Lecturer.....January
Rev. Margaret B. Crook, English Preacher. All Season

Shaw's Lecture News-Letter Sent on Request

G. Arnold Shaw, 5733 Grand Central Terminal, New York

Hospitals and Institutions

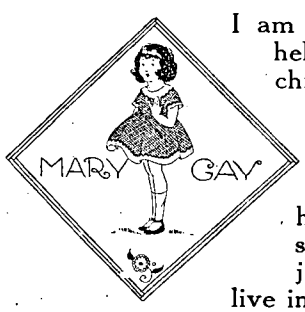
in layout and plans should give expression to the latest medical and social practice.

Advice on plans and operating problems made available through

HOSPITAL AND INSTITUTIONAL BUREAU OF CONSULTATION

HENRY C. WRIGHT, Director

289 Fourth Avenue, New York City



I am Mary Gay and I can help you teach health to children. Let me visit you in my suitcase theatre. One superintendent said I was the best teacher he had ever had in his school. If you want me just drop me a line. I live in the

STUDIO OF STELLA BOOTHE

131 East 19th Street **New York City**

SPEAKERS: We assist in preparing special articles, papers, speeches, debates. Expert, scholarly service. AUTHOR'S RESEARCH BUREAU, 500 Fifth Avenue, New York.

GREAT SCHOOLS IN SMALL COMMUNITIES

(*Continued from page* 572)

press has its hindrances, as everybody knows. If it is not supported by subsidies or by advertising, it starves. Nevertheless, here and there an undernourished little weekly is doing more than anything else toward giving farmers such information and counsel as are deemed essential in other industries.

That the farmer's problems should seem of more general concern is so far a wholly utopian idea. In the early seventies, the proposal of the Grange that railroad rates be regulated by government was ridiculed and denounced as "an attempt at confiscation." The parcel post, the graduated income tax, provision for rural credits, every proposal of farmers has encountered like opposition. Against it isolated farmers with their inadequate organizations make insufficient progress. Their industry has fallen far behind all other great industries in its ability to control prices and other essential conditions. It is in effect the one unorganized industry; and that situation in an organized world is untenable. Warren H. Wilson, whose knowledge of rural America is unsurpassed, says:

> The appalling fact is that farming, the most important and fundamental of all occupations, is a deficit business. It cannot pay its way except it be a way of privation, of sacrifice and of humiliation which the modern young man and woman will not endure.

In England, G. D. H. Cole comes to the same conclusion: "Our industrial civilization . . . has told agriculture to go to the devil, and it has gone."

That conclusion is reached regularly by men who investigate. Recently the New York World sent a staff correspondent, Charles W. Wood, to study the condition of agriculture in five western states. Mr. Wood writes:

> Farming as we have known it has come to an end in America. The farmers cannot go on in that direction any longer. They have reached the limit. . . .
>
> The farmer may quit and leave America to famine, or he may organize his industry on industrial principles and take his proper place in our industrial civilization.

The individual farmer, of course, has no such option: to "organize his industry on industrial principles" is beyond his resources. He migrates because he can do nothing else.

When such facts intrude, stereotyped explanations are available—silk shirts, automobiles, oil stocks and the pitiable, still-born "land boom;" moreover, fewer farmers are needed from year to year; the farmer grows more efficient; he uses more machinery; he keeps increasing his acreage. But the machinery that farmers have bought in the past eight years lacks a billion dollars of meeting depreciation. [Chilton Tractor Journal, February 1, 1923.] The increased acreage is in hay—3,162,000 acres more of it in 1922 than in 1920. In those years, the area in crops other than hay decreased by 1,845,000 acres. As in England, sheep and grass are increasing. These increases are the regular signs of reversion of land from agricultural use to pastoral.

UNDER the rule of farmers, Denmark has sought to make life on the farm a good life. The results include unique diffusion of prosperity, the lowest percentage of illiteracy among nations, and a civilization that is not measured by literacy merely. The chief agency in the progress has been the rural folk schools. From these schools is eliminated every vestige of the whole machinery of examinations, credits, diplomas and external supervision and control. Ser-

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

vice to its rural community is the endeavor of the folk school, and the education it offers is not limited by a curriculum or a building but keeps contact with the whole life of every member of the community, by no means excluding the marketing of his products.

To America, education is schooling and a school is a building. Everybody believes in education and desires larger buildings. Inside larger buildings, standardization and supervision might be augmented. To maintain that education and schooling are not coincident, and that the world's most memorable schools have been one-teacher schools, unstandardized, unsupervised and with no building at all, is a futile argument. To suggest consideration of what Danish freedom has done and might do is to "disparage American institutions"; like Senator Brookhart's attempts to elucidate cooperation, it is "Bolshevism." For American rural schools, the approved and permissible medicine is hair of the dog that bit them.

As long ago as 1918, President Butterfield of Massachusetts Agricultural College endeavored to convince readers that "the rural school system needs a complete overhauling"; that "there should be in the early future a very large increase in the number of agricultural schools"; that "eventually, these schools, meeting the needs of boys from fourteen to eighteen years of age and designed chiefly as finishing schools, must be relied upon to furnish the big majority of school-trained farmers"; and that "bureaucratic methods should be avoided and the widest liberty recognized as a right of the local establishment." President Butterfield was then leaving for service in France, and his "indiscretions" were overlooked. They have done no harm.

Probably likewise no harm will come of saying that whether a rural school has many rooms or one room or no room, it need not be an inferior city school. It might be different and better. No city school can buy such a laboratory as the rural school has in the surrounding fields and woods; no city school can have the helpful environment in which a child may experience all the life of the human race. To reject the help of the environment, to confine the school within walls of whatever costliness and to chain the teacher by city-made requirements is to assure inferiority; for a city school will surely be a better city school than a country school can be. Laurence Jones began his Piney Woods Country Life School in the open air; later he was permitted to use an abandoned sheep-shed. He says: "It was clear that the base of operation must be in the kitchen, the household, the garden, and the farm." A real teacher can make a school in the country whether he has a room or not, if he is permitted. One room has advantages over many rooms, chiefly in inaccessibility to supervision. Denmark has learned that real teachers appear more readily without certification than with it, and the folk schools have discarded it entirely. The teacher and his freedom are the essentials, not buildings and standardization.

Ferrero says, "We shall have to learn anew how to do great things in small communities." If we might, there would be no problem of city drift. The city's lights have no unfair advantage over the pageant of the seasons, and the horse and the dog are old friends that man does not willingly renounce. The most beautiful of utopias, the only utopia in which one would wish to live, is the country life utopia of William Morris. We may not "learn anew how to do great things in small communities"; civilizations do not always learn what they must. But habitable and inspiring rural communities have been and may be again. Schools might help toward them, but help seems unlikely to come from migratory, standardized teachers warned away from immediate and vital community interests and functioning with chief distinction when facilitating exodus.

© The Prudential Insurance Company of America

GOLD FROM THE ROCK OF GIBRALTAR

She is a widow. The full responsibility for keeping the children in school and planning for their further education now falls on her. Through the foresight of her husband there comes every month an Income check from The Prudential—*gold from the Rock of Gibraltar.* Without this the education of the youngsters could not go on—without this they would be handicapped in facing the future with its trials and perplexities. Where we see content and comfort we see, always, the wisdom of life insurance.

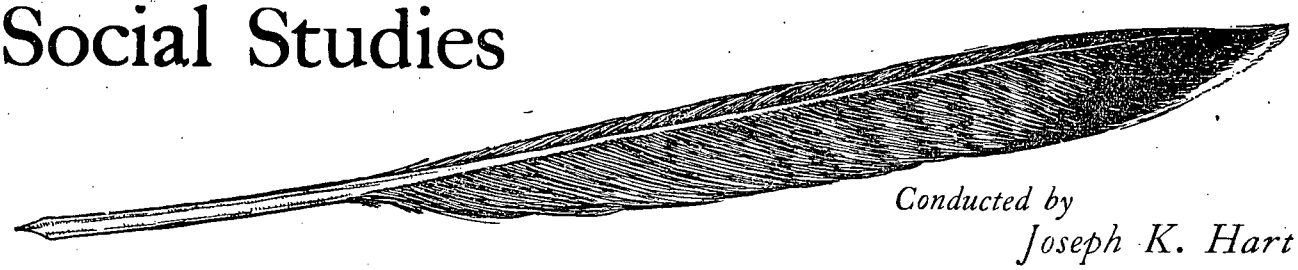
THE PRUDENTIAL INSURANCE COMPANY OF AMERICA

Edward D. Duffield, *President*

Home Office, NEWARK, N. J.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Social Studies



Conducted by
Joseph K. Hart

The Life of the Group

LOOKING at society superficially, we see multitudes of "individuals." Naturally enough, we assume that the individual is the original unit of society. "Adam was the first man." After Adam came other individuals, one after another, until the millions that now make up the population of the earth had all come to be. Statistically, we hold that humanity has developed one by one.

Our study of psychology has usually begun with the individual too. "If you know the individual, you know everything!" "Society has no corporate existence: it is merely the individual multiplied a certain number of times!" This doctrine has made for simplicity and for—falsehood. It has tended to make us ignore differences and to concentrate on similarities. It has tended to make us emphasize the plausible and the obvious, and to ignore the subtle realities of thought and feeling and behavior.

Modern social psychology has definitely cut loose from those old moorings in individual psychology. Psychology must study reality, not idle fancies, only. And human reality is found where human beings are acting, working, fearing, suffering, loving, fighting—and, sometimes, also, thinking. Laboratory psychology studies the "individual." But this "individual" has about the same relationships to reality that a dead body has to the living body. The anatomist and the medical student must study dead bodies, dissecting them and learning the relative placements of organs and parts and the mechanical arrangements by which the living functions of the body are performed. But no amount of study of anatomy can reveal "the soul of the machine." In like manner, no amount of study of "individual psychology" can reveal the workings of that living reality, society.

For this revealment, we must study society itself: the living structure, functioning in institutional and other customary relationships. But society as a whole is too big, too awkward, too unwieldy. Society is a complication of realities. Is there no simpler unit which will retain all the realities of the social whole and yet escape the abstractness of the "individual"? There is: the group! The group, not the individual, was the original unit of society. Hence, if we would get back to realities in our study of psychology we must begin, not with "individual psychology," but with the psychology of the group. Both the "individual" and society are later developments: they are both derivatives from the group.

For a study such as this we need to escape, somewhat, from our bookish categories. We have so long thought of "individuals" as primary that it will be difficult to think of them as fragments of a group. We have thought that "individuals" were able to stand alone and to look at life and the world out of their own eyes. But the fact is that the so-called "individual" can't stand on his own feet for at least a year after he is born; and his whole childhood is spent in being told what to see with his eyes. By means of "education" he is subordinated to some group—family, neighborhood, church, school, vocation—until he finally admits that he has no life of his own: he is simply made up of fragments contributed by the various groups to which he belongs!

Practically all our thinking about social questions has in it a touch of unreality today, because we do not, even yet, recognize these facts of group membership and subordination. Our education remains individualistic; our industry remains competitive; our religion is selective; our political life is invidiously discriminating—all because we think that society is made up of individuals. Individuals do not make up society, or the group. The group makes up individuals. Individuals are the products of group existence and education: some groups turn out real individuals; others destroy all individuality and make their members the merest shadowy fractions of humanity. We shall do well to try to escape from our old bookish theories about the nature of social life and face the realities.

ON this page, in the course of this year, we are to study some of the characteristics of the life of groups. Groups are natural phenomena—like herds of cattle and swarms of bees. They have their peculiarities. They vary according to race, historic cultures, climatic conditions, food supplies and the like. Some groups have risen high in the scale of culture; others have remained on low levels of custom and habit. All such diversities can be, more or less, accounted for and understood.

Within the aggregates of people who make up our cities, towns and rural regions we can find intricate net-works of groups. We all belong to one or more groups. Some of us belong to too many, some to too few. But our group connections throw light on our own conduct, just as the group connections of our friends and neighbors help to explain their conduct and behavior. Education is largely a matter of developing group relationships—except that purely academic education of the school, which so often means so little. Social work is coming to be, largely, a matter of understanding the group backgrounds of individuals and helping them to establish or reestablish agreeable and desirable group connections and supports. We are finding out that any effort to deal with people as "individuals" complicates the social situation. There is no greater folly in education or social work today than the folly of assuming that "psychology is a matter of the individual."

And so, we shall turn our attention through this year to the study of group character and to the development of some of the fundamental principles of social psychology—the psychology of groups. Such a study will throw much light on the life and character of individuals, of course. Indeed, through this study we shall find ourselves slowly reaching a new understanding of both the individual and the social whole. Our study will begin with the group. If we are patient and careful we may be able to end with the individual!

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Play Fair with the Youngsters

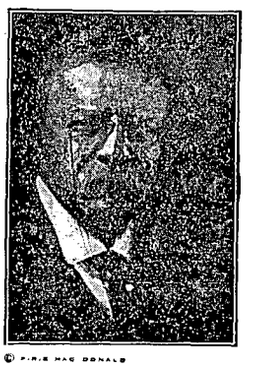
THERE they go trudging off to school with shining morning faces—books tucked under arms—your greatest treasures—our country's Future Citizens! What a wonderful privilege to have these little lives in your keeping.

Do you love them enough—these children of yours? Are you going to play fair with them? Are you going to make sure that they are physically able to stand the strain of the school year?

Just because they have rosy cheeks and bright eyes, don't make the common mistake of taking it for granted that your youngsters must be perfectly well. What do *you* know about eyes, throats, ears, teeth, lungs, hearts, posture, etc.?

Wherever tests have been made, records usually show that the boys and girls who are backward in their studies are suffering from some physical defect which, if taken in time, could be easily corrected. They aren't *dull*—they're *sick*.

These helpless little children are dependent upon you to save them from the lifelong unhappy consequences of neglected health and neglected education. Do not let sickness keep your boys and girls from getting the education they will need in future years.



© PIRIE MACDONALD

And He was a Sickly Child!

Can you imagine that the Theodore Roosevelt you have always known — the man of indomitable strength—the tireless reader and doer and thinker—was a delicate, fragile child?

Some parents might have sighed over the fact that little Teddy was so sickly and let it go at that. Instead, Theodore Roosevelt's parents gave him the special care and attention that he needed and he grew strong and well. Theodore Roosevelt, famous President of the United States, student and naturalist, intrepid hunter and explorer, athlete, leader of men, might have been a useless bit of driftwood in the stream of life had his parents been less wise. They built his body first. His schooling followed.

In writing of his delicate boyhood, Theodore Roosevelt said, "The recollection of my experience gives me a keen sympathy with those who are trying in our public schools and elsewhere to remove the physical cause of deficiency in children, who are often unjustly blamed for being obstinate or unambitious or stupid."

Things You Can Do

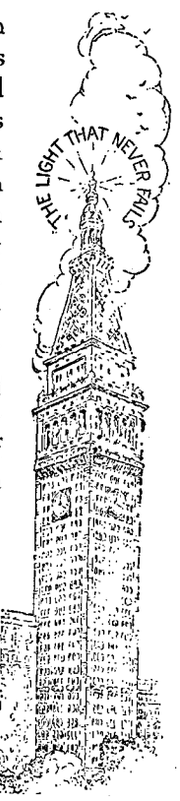
Make sure that *your* children are in fit condition to go back to school. There are four things at least to do immediately.

1. Eyes. Children who cannot see clearly are under a constant nervous strain which is bound to affect their health. Have your children's eyes examined by a competent eye specialist.

2. Throats. Have your children examined for adenoids and diseased tonsils. Total deafness and many serious illnesses often come from neglecting this danger zone.

3. Ears. Thousands of children are thought dull in school because they cannot hear distinctly. If anything is wrong with your child's hearing consult a specialist.

4. Teeth. Much sickness comes from decayed teeth. Physicians say that poison may be carried in the blood from the tooth to other parts of the body. Take your children to a dentist.



Send your boys and girls back to school this fall as healthy as possible. The day is not far off when these youngsters of ours will be the backbone of the Nation —*make them strong!*

Dr. S. Josephine Baker, former Director of the Bureau of Child Hygiene of New York City, states that "approximately 35% of the children of school age have one or more physical abnormalities:" and she adds that this condition is "universal".

It is most important that health examinations be made regularly in the public schools for the sake of those children who could not otherwise be taken care of.

In many cities this work is first undertaken by a group of benevolent, public-spirited men and women who have supported a program of medical examinations and free clinics in the public schools. The work is usually taken over later by the city and an appropriation voted to cover necessary expenses. That may be the way in which the work can best be begun in your community.

The best time for preventive work is in preschool days—from babyhood to six years. Just as the best time to take care of the health of the baby is before it is born, so the best time to take care of the school child is before it enters school, rather than after.

The Metropolitan Life Insurance Company has published three booklets on the care of children which it will be glad to send you — "Care of the Teeth", "Tonsils and Adenoids" and "Eyesight and Health". You will find them helpful.

HALEY FISKE, *President.*

Published by

METROPOLITAN LIFE INSURANCE COMPANY—NEW YORK

Biggest in the World, More Assets, More Policyholders, More Insurance in force, More new Insurance each year

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

THE AMERICAN ASSOCIATION OF HOSPITAL SOCIAL WORKERS—Miss M. A. Cannon, president, 105 East 22nd Street, New York City; Miss Lena R. Waters, executive secretary, The Johns Hopkins Hospital, Baltimore, Md. Organization to promote development of social work in hospitals and dispensaries. Annual meeting with National Conference of Social Work.

AMERICAN CHILD HEALTH ASSOCIATION (formerly American Child Hygiene Association and Child Health Organization of America)—Headquarters, 532 17th St., N. W., Washington, D. C.; Administrative Offices, 370 7th Ave., New York. Herbert Hoover, pres.; L. Emmett Holt, M.D.; Livingston Farrand, M.D.; Thomas D. Wood, M.D.; 1st, 2nd, 3rd vice-presidents, respectively; Corcoran Thom, treas.; Philip Van Ingen, M.D., sec'y. To promote health among children from conception to maturity—this to be accomplished through cooperation with parents, doctors, nurses, teachers, and other health workers; by dissemination of scientific information and teaching methods in schools, through conferences, addresses, pamphlets, publicity material, and a monthly magazine, "Mother and Child." First Annual Convention, Detroit, October 15-16-17.

AMERICAN COUNTRY LIFE ASSOCIATION—K. L. Butterfield, president; Henry Israel, executive secretary. Room 1849, Grand Central Terminal Bldg., New York City. Emphasizes the human aspect of country life. Annual membership $3.00 includes "The Country Life Bulletin."

AMERICAN HOME ECONOMICS ASSOCIATION—Miss Lenna F. Cooper, sec'y; Battle Creek Sanitarium, Battle Creek, Mich. Organized for betterment of conditions in home, schools, institutions and community. Publishes Journal of Home Economics. 1211 Cathedral St., Baltimore, Md.

AMERICAN PEACE SOCIETY—Founded 1828, labors for an international peace of justice. Its official organ is the Advocate of Peace, $2.00 a year. Arthur Deerin Call, secretary and editor, 612-614 Colorado Building, Washinpton, D. C.

AMERICAN PRISON ASSOCIATION—Annual Congress of American penologists, criminologists, social workers in delinquency. Next Congress Boston, Massachusetts, September 13-19, 1923. E. R. Cass, general secretary, 135 East 15th Street, New York City.

AMERICAN SOCIETY FOR THE CONTROL OF CANCER—Frank J. Osborne, exec. sec'y; 370 Seventh Ave. New York. To disseminate knowledge concerning symptoms, diagnosis, treatment and prevention. Publication free on request. Annual membership dues, $5.00.

AMERICAN SOCIAL HYGIENE ASSOCIATION—370 Seventh Ave., New York. To promote a better understanding of the social hygiene movement; to advance sound sex education; to combat prostitution and sex delinquency; to aid public authorities in the campaign against the venereal diseases; to advise in organization of state and local social-hygiene programs. Annual membership dues $2.00 including monthly journal.

THE CHILD WELFARE LEAGUE OF AMERICA—C .C. Carstens, director. 130 E. 22d Street, New York City. A League of children's agencies to secure improved standards and methods in their various fields of work. It also cooperates with other children's agencies, cities, states, churches and other groups to work out worth-while results in phases of child welfare in which they are interested.

COUNCIL OF JEWISH WOMEN—305 W. 98th Street, New York. Miss Rose Brenner, pres.; Mrs. Harry Sternberger, ex. sec'y. Promotes civic cooperation, education, religion and social welfare in the United States, Canada, Cuba, Europe.
Department of Immigrant Aid—799 Broadway. Mrs. S. J. Rosensohn, chairman. For the protection and education of immigrant women and girls.

COMMUNITY SERVICE—315 Fourth Avenue, New York City. A national civic movement for promoting citizenship through right use of leisure. It will, on request, help local communities work out leisure time programs. H. S. Braucher, secretary.

FEDERAL COUNCIL OF THE CHURCHES OF CHRIST IN AMERICA—Constituted by 30 Protestant denominations. Rev. Chas. S. Macfarland, Rev. S. M. Cavert, gen'l sec'ys; 105 E. 22nd Street, New York.
Commission on the Church and Social Service—Rev. Worth M. Tippy, exec. sec'y; Rev. F. Ernest Johnson, research, sec'y; Agnes H. Campbell, research ass't; Inez M. Cavert, librarian.

HAMPTON INSTITUTE—Trains Negro and Indian youth for community service. Advanced courses: agriculture, builders, business, home-economics, normal. Publishes "Southern Workman" and free material on Negro problems. J. E. Gregg, principal.

INTERNATIONAL COMMITTEE OF YOUNG MEN'S CHRISTIAN ASSOCIATIONS—First appointed 1854, located New York City 1866, incorporated 1883. Headquarters office, 347 Madison Ave., New York City, N. Y. Tel. Vanderbilt 1200. Branch offices, Chicago, Atlanta, Denver. Chairman, James M. Speers; Treasurer, B. H. Fancher; General Sec'y, John R. Mott. The Committee maintains a staff of executive and traveling secretaries for service in the interests of the Young Men's Christian Associations at home and abroad.

JOINT COMMITTEE ON METHODS OF PREVENTING DELINQUENCY—Graham Romeyn Taylor, executive director, 52 Vanderbilt Avenue, New York. To promote the adoption of sound methods in this field, with particular reference to psychiatric clinics, visiting teacher work, and training for these and similar services; to conduct related studies, education and publication; and to interpret the work of the Commonwealth Fund Program for the Prevention of Delinquency.

NATIONAL ASSOCIATION OF LEGAL AID ORGANIZATIONS—Officers: President, Albert F. Bigelow, 111 Devonshire Street, Boston; Secretary, John S. Bradway, 133 South 12th St., Philadelphia; Chairman of Executive Committee, Leonard McGee, 239 Broadway, New York. This organization was formed in 1912 as a national association of all legal aid societies and bureaus in the United States to develop and extend legal aid work. Copies of Proceedings at convention in December 1922, including report on relation between social service and legal aid, may be had on request.

NATIONAL BOARD OF THE YOUNG WOMENS CHRISTIAN ASSOCIATIONS—Mrs. Robert E. Speer, president; Miss Mabel Cratty, general secretary, 600 Lexington Avenue, New York City. This organization maintains a staff of executive and traveling secretaries to cover work in the United States in 1,152 local Y. W. C. A.'s on behalf of the industrial, business, student, foreign born, Indian, Colored and younger girls. It has 174 American secretaries at work in 55 centers in the Orient, Latin America and Europe. The National Board also maintains a National Training School of graduate type at 135 East 52nd Street, New York City, for the professional training of its leadership. The training is given in two parts. The preliminary course consists of six weeks of lecture work (generally given in the summer session) and nine months practical experience on salary under supervision. The advanced course requires a full year of resident academic study, upon the successful completion of which a professional certificate is granted. Special emphasis is placed upon training in group work.

NATIONAL CATHOLIC WELFARE COUNCIL—1312 Massachusetts Avenue, N. W., Washington, D. C.
General Secretary, Rev. John J. Burke, C.S.P.
Departments—Education, Laws and Legislation, Social Action. Press and Publicity, Lay Organizations (National Council of Catholic Men and National Council for Catholic Women.)
National Catholic Service School for Women, 2400 Nineteenth Street, N. W., Washington, D. C.

NATIONAL CHILD LABOR COMMITTEE—Owen R. Lovejoy, sec'y: 1 East 104th Street, New York. Industrial, agricultural investigations. Works for improved laws and administration: children's codes. Studies health, schools, recreation, dependency, delinquency, etc. Annual membership, $2, $5, $10. $25 and $100; includes monthly bulletin, "The American Child."

NATIONAL CHILD WELFARE ASSOCIATION, INC.—Chas. F. Powlison, gen. sec'y; 70 Fifth Ave., New York. Originates and publishes exhibit material which visualizes the principles and conditions affecting the health, well being and education of children. Cooperates with educators, public health agencies, and all child welfare groups in community, city or state-wide service through exhibits, child welfare campaigns, etc.

THE NATIONAL COMMITTEE FOR MENTAL HYGIENE—Dr. Walter B. James, pres.; Dr. Frankwood E. Williams, med. dir.; Dr. Clarence J. D'Alton, executive assistant; Clifford W. Beers, sec'y; 370 Seventh Avenue, New York City. Pamphlets on mental hygiene, nervous and mental disorders, feeble-mindedness, epilepsy, inebriety, criminology, psychiatric social service, backward children, surveys, state societies. "Mental Hygiene," quarterly, $2.00 a year; "Mental Hygiene Bulletin," monthly, $ .25 a year.

NATIONAL CONFERENCE OF SOCIAL WORK—Grace Abbott, president, Washington, D. C.; W. H. Parker, secretary, 25 East Ninth Street, Cincinnati, Ohio. The Conference is an organization to discuss the principles of humanitarian effort and to increase the efficiency of social service agencies. Each year it holds an annual meeting, publishes in permanent form the Proceedings of the meeting, and issues a quarterly Bulletin. The fifty-first annual meeting of the Conference will be held in Toronto, Canada. Proceedings are sent free of charge to all members upon payment of a membership fee of five dollars.

NATIONAL COMMITTEE FOR THE PREVENTION OF BLINDNESS—Edward M. Van Cleve, managing director; Lewis H. Carris, field sec'y; Mrs. Winifred Hathaway, sec'y; 130 E. 22nd St., New York. Objects: To furnish information, exhibits, lantern slides, lectures, publish literature of movement—samples free, quantities at cost. Includes New York State Committee.

NATIONAL CONSUMERS' LEAGUE—44 E. 23rd St., New York. Mrs. Florence Kelley, gen'l sec'y. Promotes legislation for enlightened standards for women and minors in industry and for honest products; minimum wage commissions, eight hour day, no night work, federal regulation food and packing industries; "honest cloth" legislation. Publications available.

NATIONAL FEDERATION OF SETTLEMENTS—Robert A. Woods, sec'y; 20 Union Park, Boston. Develops broad forms of comparative study and concerted action in city, state and nation, for meeting the fundamental problems disclosed by settlement work, seek the higher and more democratic organization of neighborhood life.

NATIONAL ORGANIZATION FOR PUBLIC HEALTH NURSING—Member, National Health Council—Anne A. Stevens, R.N., director, 370 Seventh Avenue, New York. For development and standardization of public health nursing. Maintains library and educational service. Official Magazine, "Public Health Nurse."

NATIONAL PHYSICAL EDUCATION SERVICE—309 Homer Building, Washington, D. C. To obtain progressive legislation for physical education. Established at the request of a committee created by the United States Bureau of Education; 35 national organizations cooperating. Maintained by the Playground and Recreation Association of America.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

THE SURVEY'S DIRECTORY

NATIONAL URBAN LEAGUE—For social service among Negroes. L. Hollingsworth Wood, pres.; Eugene Kinckle Jones, exec. sec'y; 127 E. 23rd St., New York. Establishes committees of white and colored people to work out community problems. Trains Negro social workers. Publishes "Opportunity"—a "journal of Negro life."

NATIONAL WOMAN'S CHRISTIAN TEMPERANCE UNION—Anna A. Gordon, president; Headquarters, 1730 Chicago Avenue, Evanston, Illinois. To secure effective enforcement of the Eighteenth Amendment, to advance the welfare of the American people through the departments of Child Welfare, Women in Industry, Social Morality, Scientific Temperance Instruction, Americanization and other allied fields of endeavor. Official publication "The Union Signal" published at Headquarters.

NATIONAL WOMEN'S TRADE UNION LEAGUE—Mrs. Raymond Robins, honorary president; Mrs. Maud Swartz, president; 311 South Ashland Blvd., Chicago, Ill. Stands for self-government in the work shop through organization and also for the enactment of protective legislation. Information given.

PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA—1 Madison Avenue, New York City. Joseph Lee, president; H. S. Braucher, secretary. Special attention given to organization of year-round municipal recreation systems. Information available on playground and community center activities and administration.

PROPORTIONAL REPRESENTATION LEAGUE—To secure representation for all. C. G. Hoag, sec'y, 1417 Locust St., Philadelphia. Membership, $2.00, entitles to quarterly P. R. Review.

RUSSELL SAGE FOUNDATION—For the Improvement of Living Conditions—John M. Glenn, dir.; 130 E. 22nd St., New York. Departments: Charity Organization, Child-Helping, Industrial Studies, Library, Recreation, Remedial Loans, Statistics, Surveys and Exhibits. The publications of the Russell Sage Foundation offer to the public in practical and inexpensive form some of the most important results of its work. Catalogue sent upon request.

TUSKEGEE INSTITUTE—An institution for the training of Negro Youth; an experiment in race adjustment in the Black Belt of the South; furnishes information on all phases of the race problem and of the Tuskegee idea and methods; Robert R. Moton, prin.; Warren Logan, treas.; A. L. Holsey, acting sec'y, Tuskegee, Ala.

WORKERS' EDUCATION BUREAU OF AMERICA—Spencer Miller, Jr., sec'y; 465 W. 23rd St. A clearing-house for Workers' Education.

HIGH EXPENDITURES
and
SMALL REVENUE
Not Always Justified

Abstract in answer to an inquiry from one institution to another.

"Through Mr. Bartine's investigation, the revenue of this Hospital has been greatly increased and the expenses have been reduced so that in three months time it has reached a set budget that the hospital authorities never dreamed could have been accomplished in such a period."

HOSPITAL CONSULTATION BUREAU
OLIVER H. BARTINE, Director
Aeolian Hall New York City
Planning, Construction and Operation of Institutions for the Care of the Sick

UNITED CHURCH
THE REV. KYLE'S CHURCH BULLETIN
IDEA CONCEIVED BY A MINISTER
ILLUMINATED BY ELECTRICITY
THE LAST WORD IN INTERCHANGEABLE STEEL BULLETINS
WILL LAST A LIFE TIME

CHANGEABLE BULLETINS

Winters DeLuxe Bulletins cover every channel of trade, churches, clubs, libraries, banks, commercial trade, 150,000 in use.

Write for catalog SG

H. E. WINTERS COMPANY
Davenport, Iowa

VICTOR Portable STEREOPTICON
THE PERFECT LANTERN SLIDE PROJECTOR
SHIPPED ON APPROVAL
THOUSANDS OF SLIDES FOR RENT OR FOR SALE
ASK FOR CATALOGS AND TERMS
WRITE FOR INFORMATION
VICTOR ANIMATOGRAPH CO. INC.
295 VICTOR BLDG. DAVENPORT, IOWA

THE RED MAN'S EXPERIMENT WITH GRADE SCHOOLS

(Continued from page 584)

and of the minds with no educational inheritance. The medium of play, the habits, history and social opportunities of the Indian race touched by her vivid imagination won the attention, the interest and confidence of her pupils.

Their race pride and the vision of a place in the world of service where they were needed and for which they must be fitted, awakened in them a desire to learn more. Soon the gist of those seemingly unsurmountable subjects began to filter into the eager minds. True, some of the text books were changed to sets of pictures, some to games and some to rhymes. It was a most unorthodox or perhaps, pre-modern class-room. It was not a record of marks and percentages—it was an individual tussle with the mental and social lethargy, topped by a language handicap, of a race ages old.

The struggle lasted two years. The parents learned in the succeeding months the importance of good health habits—fresh air, good food and plenty of sleep. They knew what the report cards meant and noted the progress they showed. In little groups on the back steps, they watched on the days when visitors came, or the school took its lesson in physical education in the yard, or drilled in costumes for the May Day Festival of the county schools, in which parade Cachil Dehe won honorable mention. Every excuse for a holiday was celebrated by community singing and a program by the school. Christmas with its tree and its traditional joys was added to the Indian feast days.

The "big time" when the effort of the years crystallized was at the first commencement, May 25, 1920. The first Indian public school graduating class in the state of California and the largest class of Indian graduates on record. On the wall, behind the graduates hung the class motto: "Yel paa too paa, im or too paa too kaa," meaning in English, "Not backward, but forward." And while the white guests were hearty in congratulations, back in the shadows of the yard sat the old Indian grandfathers and grandmothers, fathers and mothers, proud, silent, striving to grasp the significance of this new education to the children of their race.

The school is swinging on toward progress. Other schools have followed its example. And among the twenty thousand Indians of California the cry seems to reverberate: "Bring the school and teacher to us; don't take our younger children away to the school and teacher!"

It is gratifying to know that in this ten years' grapple with indifference, racial prejudice and the lack of provision for the Indians, Uncle Sam as represented in the Office of Indian Affairs has done a generous share in aiding the California Indian children to gain public school privileges. A tuition contract is drawn at so much per day for each Indian child. The first one, drawn for Cachil Dehe only ten years back, amounted to three hundred dollars for the term. For the fiscal year ending June 30, 1921, under the authority of Congress, the Indian office entered into fifty-three contracts with the trustees of the public school districts of nineteen counties of California to pay the sum of $32,785 toward the education of Indian children.

The old tepee circles are breaking away before the growth of old Chief Odock's dream. Their habits, their lore and traditions are being socialized by the schoolhouse in their midst. And the last words of the chief live in the zeal and earnestness of the young, educated Indians endeavoring to shape a destiny for the meager remnants of the race: "Old times, old fellahs, old way—all gone. Young fellah learn from book how Injun people can do."

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

CLASSIFIED ADVERTISEMENTS

RATES: Display advertisements, 25 cents per agate line, 14 lines to the inch. Want advertisements, 8 cents per word or initial, including the address or box number, for each insertion; minimum charge, $1.50. Discounts on three or more consecutive insertions. Cash with orders. Copy for the next issue should be in by August 4th.

Address Advertising Department — **THE SURVEY** — 112 East 19th Street New York City

WORKERS WANTED

A NEIGHBORHOOD HOUSE on the East Side in New York City has four vacancies on its Staff for next year: girls' worker, boys' worker, boys' gymnasium worker and girls' gymnasium directress. Applicants living in or near New York City preferred. Please write fully regarding experience, education, training, salary desired, references. 4574 SURVEY.

THE JEWISH FOSTER HOME and Orphan Asylum of Philadelphia, Pennsylvania, has an opening for a Jewish woman, to take complete charge of the Girls' Department. Salary $1200.00 per year and full maintenance. Send application, which should include both personal and experience references, educational qualifications and age to A. D. Faber, Station G., Germantown, Phila., Pa.

WANTED: Case Supervisor Louisville Family Service Organization. Large staff, training center School Social Work. Constant improvement in content and scope of work. Unusual opportunity for applicant: good personality with executive and good family case work experience. Apply Linton B. Swift, 215 East Walnut Street, Louisville, Kentucky.

WANTED: For Southwestern Jewish Center of Baltimore experienced case worker capable of community leadership. Resident position. Well organized district committee. Apply with full details concerning education, training, experience, and salary expected to Hebrew Benevolent Society of Baltimore, 411 S. Fayette Street, Baltimore, Md.

GRADUATE NURSES, dietitians, laboratory technicians for excellent hospital positions everywhere. Write for free book now. Aznoe's Central Registry for Nurses. 30 N. Mich. Ave., Chicago, Illinois.

JEWISH WOMAN of education, refinement and ability as house mother to twenty-five children in modern cottage home. Address, Superintendent, 2700 Raynor Ave., Baltimore, Md.

WANTED: Head Case Worker (assistant secretary) in city of 70,000. Must have had training in school of philanthropy or its equivalent and practical case work experience. Social Welfare Society, Lincoln, Nebraska.

WANTED: Executive Secretary competent to direct well organized work comprising relief, public health nursing, educational and dispensary departments. Man preferred. State experience, references and salary. Organized Welfare Bureau, Sioux City, Iowa.

WORKERS WANTED

DIRECTING WORKER wanted in Philadelphia Jewish Neighborhood House. Must have experience in recreational activities. 4576 SURVEY.

KINDERGARTNER wanted in a Children's Institution in Brooklyn, New York. 4531 SURVEY.

WANTED: Family Service Bureau, York, Penna., desires Assistant Secretary and Visitor, trained case-workers with experience and personality. State references and minimum salary.

WANTED: Young man, college and professionally trained, university graduate preferable, with several years' experience in boys' work for director Jewish Big Brother organization. 4577 SURVEY.

COOPERATIVE PLACEMENT SERVICE. Social workers, secretaries, superintendents, matrons, housekeepers, nurses, dietitians. Miss Richards' Bureau, Box 5, East Side, Providence, R. I.

NURSES, Surgeons, Physicians, Masseuse, Matrons, Dietitians, Companions and attendants, positions everywhere. Exchange Directory, 25 Sacramento St., Cambridge, Mass.

WANTED: Graduate A-1 medical college for service in Newfoundland and Labrador. Replies must state degrees, training, religion, references. International Grenfell Association, 156 Fifth Avenue, New York.

WANTED: House Mother for thirty-boy cottage. School for problem boys. Maintenance and $40 monthly. Berkshire Intustrial Farm, Canaan, N. Y.

WANTED: Experienced Public Health Nurse or Social Worker for demonstrating constructive health programs in semi-rural pioneer field. Salary $150 a month and field expenses. Apply to West Virginia Tuberculosis Association, Box 251, Charleston, West Va.

SECRETARY to Head Resident and in charge of the office of a large settlement. *Not* in New York City. Position now open. Give full particulars in first letter as to age, education, experience, references, salary desired, when available, etc. 4597 SURVEY.

WANTED: Case worker with some experience, as Assistant Director of Social Service in New York City Hospital. Salary $100 a month and luncheon. 4598 SURVEY.

SITUATIONS WANTED

THOROUGHLY trained woman, experienced: Child Welfare, Settlement and Institutional Head, Case Supervisor, seeks connection with Organization or Institution where ability, experience and enthusiasm will find expression. 4596 SURVEY.

YOUNG WOMAN with college and normal training, an experienced teacher, desires a position as a child welfare worker or would consider work with delinquent girls. 4580 SURVEY.

NURSE, experienced in institutional work and organizer, wishes responsible position in Protestant institution for children. 4591 SURVEY.

YOUNG MAN with wide experience in settlement and institutional administration desires connection in New York for afternoon and evening work. Box 4589 SURVEY.

CASE WORKER: Several years experience in large city Family Service Society. Available October 1st. 4593 SURVEY.

EXECUTIVE, ORGANIZER, PUBLICITY DIRECTOR; Campaign Manager, University and School of Social Service graduate; previous experience with case work, recreation and research agencies and in community councils, councils of social agencies, community chests, etc., will consider either temporary or permanent position. Available September. 4592 SURVEY.

YOUNG JEWESS with college training and experience in secretarial work, desires connection with social organiation. 4595 SURVEY.

WANTED: Position, New York State. House Mother, Parole Officer, Community Service, Child Placement. Can teach English, Nature Study, Handicrafts. Successful with young folk. Best references. Interview. 4590 SURVEY.

TEACHERS WANTED

AMERICAN TEACHER of experience to teach and supervise all activities of two ten year old girls. Send photograph and state experience. Mrs. F. B. Riggs, Lakeville, Conn.

TEACHERS Wanted for colleges and universities. American College Bureau, Chicago Temple, Chicago; 1254 Amsterdam Ave., New York.

OPPORTUNITIES

GIRL, ten or eleven years old, as companion to my daughter. Instruction teacher governess. Mrs. F. B. Riggs, Lakeville, Conn.

YOUNG FRENCH WOMAN, married, good birth and education, wishes a good home and companionship in exchange for French lessons, while studying music in New York three months this winter. References exchanged. 4594 SURVEY.

WHEN you purchase goods advertised in The Survey, or answer a Survey advertisement, please mention The Survey.

(In answering these advertisements please mention THE SURVEY. *It helps us, it identifies you)*

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

BOOKS FOR SALE

Proceedings National Conference Charities and Corrections, 30 vols, 1882, 1884, 1887 to 1914 consecutive with Index and Guides. 4587 SURVEY.

ENCYCLOPEDIA FOR SALE

Circumstances force me to sell at great reduction new unused set of Encyclopedia Americana. **Retail price $210.00.** Make me quick cash offer. 4469 SURVEY.

FOR SALE

FOR SALE: 6 "Kardex" visible card index cabinets (capacity 1000 cards each) with stand. Cheap, either as a whole or one or more cabinets. New condition. 4567 SURVEY.

SHAKESPEARE

SHAKESPEARE—How many questions could you answer on Shakespeare? Consult the game "A Study of Shakespeare." Instructive and entertaining. Highest endorsements. Price 50 cents. The Shakespeare Club, Camden, Me.

MSS. WANTED

EARN $25 WEEKLY, spare time, writing for newspapers, magazines. Experience unnecessary, details Free. Press Syndicate, 964, St. Louis, Mo.

STORIES, POEMS, PLAYS, etc., are wanted for publication. Submit Mss. or write Literary Bureau, 509 Hannibal, Mo.

POLICE DOGS

"Strong Heart" Police Dogs

"Character plus Appearance"

You can pay more but you *can't* get a better dog.

SUN BEAM FARM
STRONG HEART KENNELS

New Brunswick, Eastern Turnpike, New Jersey

FOR THE HOME

Tea Room Management

In our new home-study course, "COOKING FOR PROFIT." Booklet on request.

Am. School of Home Economics, 849 E. 58th St., Chicago

DOMESTIC HELP

ALLENS Old Reliable Employment Bureau, 44 West 133rd Street, phone Harlem 1094 J. Supplies families, schools, hospitals, hotels, apartment houses, clubs, factories. Investigated references. We make a specialty of laundresses, cleaners by day, whole or part time—city and country.

OUT OF PRINT BOOKS WANTED

Hart: Preventive Treatment of Neglected Children
Folks: Care of Destitute, Neglected and Delinquent Children
Thurston: Delinquency and Spare Time
Proceedings of Nat. Conference Social Work 1915; 1918 4599 SURVEY.

PUBLICITY SERVICE

STATISTICAL SERVICE

Have you valuable records to analyze?

Are you making a social survey?

Are you conducting an investigation?

We tabulate your material and present it in approved statistical form for your analysis and study.

Work for organizations our specialty.

STATISTICAL SERVICE
31 EAST 27 STREET
Madison Square 1989.

Fifth Avenue Letter Shop, Inc.

16 W. 23rd Street

Multigraphing Typewriting | GRAmercy 4501 | Mailing Addressing

Ask The Survey about Us!

$10,000 For Charity!

Not bequeathed by a dead man, but dug out of live pockets by one of my letters. Letters are my specialty. *Real* letters that get under the skin. When you start after funds, donations, memberships or pledges, call on me for professional help.

The commercial price is $100 for 4 letters. But there is a discount for social organizations.

PAUL W. KEARNEY,
Letter Counselor
225 Fifth Avenue New York City

Better, Cheaper, Quicker

We have complete equipment and an expert staff to do your

Mimeographinp
Multigraphing
Addressing
Mailing

If you will investigate you will find that we can do it better, quicker and *cheaper* than you can in your own office.

Let us estimate on your next job

Webster Letter Addressing & Mailing Company
34th Street at 8th Avenue
Longacre 2447

OFFICE SPACE TO RENT

THE National Consumer's League will sublet 600 square feet adjoining their offices, 156 Fifth Avenue. Light, airy, quiet, 6 windows. Immediate occupancy.

CURRENT PAMPHLETS

Listings fifty cents a line for four insertions, copy to remain unchanged.

THE HISTORICAL RHINE POLICY OF THE FRENCH. By Hermann Oncken. With an introduction by Ferdinand Schevill. B. W. Huebsch, Inc., New York. Price, 50 cents.

TEN-CENT MEALS by Florence Nesbitt, 44 pp. (10 cents). HOW JOHN AND MARY LIVE and Save on $35 a Week—a weekly budget plan (10 cents); Weekly Allowance Book (10 cents). Am. School Home Economics, 849 East 58 St., Chicago.

CREDIT UNION. Complete free information on request to Roy F. Bergengren, 5 Park Square, Boston, Mass.

THE CHARITY VISITOR—by Amelia Sears and Florence Nesbitt. Fourth edition. 69 pages. Price 60 cents a copy: 50 cents a copy if ten or more are ordered. Chicago Council of Social Agencies, 308 N. Michigan Avenue, Chicago, Illinois.

PERIODICALS

Fifty cents a line for four insertions, copy to remain unchanged.

THE AMERICAN JOURNAL OF NURSING shows the part which trained nurses are taking in the betterment of the world. Put it in your library. $3.00 a year. 19 W. Main St., Rochester, N. Y.

MENTAL HYGIENE: quarterly: $2.00 a year: published by the National Committee for Mental Hygiene, 370 Seventh Avenue, New York.

THE UNITY MESSENGER shows the way to eliminate competition in religion in local communities. Sample, ten cents. Park Ridge, Ill.

MISCELLANEOUS

"Home-Making as a Profession"

is a 100-pp. ill. handbook—it's FREE. Home study Domestic Science courses, fitting for many well-paid positions or for home-making efficiency.

Am. School of Home Economics, 849 E. 58th St., Chicago

The Humanizing of Knowledge

by James Harvey Robinson

A series of articles by the author of "The Mind in the Making," appearing in *Survey Graphic.*

Let a friend enjoy these essays with you.

Send $1 and this coupon for a 4 month's gift to a friend.

Survey Graphic
112 East 19th St., New York

For $1 enclosed, send *Survey Graphic* for four months, containing James Harvey Robinson's essays, to

Name .....

Address .....

.....

(In answering these advertisements please mention THE SURVEY. *It helps us, it identifies you)*

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

What Kind of World for Them?

THESE little children returning from school represent all the children of Europe. What kind of world is being built for them? Can America do anything to help their future?

A striking analysis of the present conditions in European countries and of the hope of the League of Nations with a challenge to the United States, is presented by *Fridtjof Nansen,* the famous Norwegian explorer, who is now head of the League's international relief work, in the September number of OUR WORLD

"America and the World Court," by *Arthur Bullard,* is a study of President Harding's proposal and an analysis of the objections made by Senator Borah and his supporters.

The second article in "America's Stake in World Trade" series by *Charles Merz,* deals with the world rubber situation. How does America get her rubber and where does it come from?

In addition, three WORLD FICTION stories from Norway, England and Germany are among the many features.

In the September number of

At Newsstands **OUR WORLD** 25 Cents

You may feel the need of a better background of information on the great problems facing the world today. If so, you need OUR WORLD, the magazine that gives a vivid, dramatic picture of the world we live in. For $3.00 you get a yearly subscription and the individual services of Our World Institute, which answers your questions about the world, or send $1.00 for a trial five months' subscription beginning with the September number.

WHERE GOES THE WORLD

THE HOUSTON PUBLISHING COMPANY
9 East 37th Street, New York City

Enter my name for (1) A full year's subscription with membership in Our World Institute for $3.....

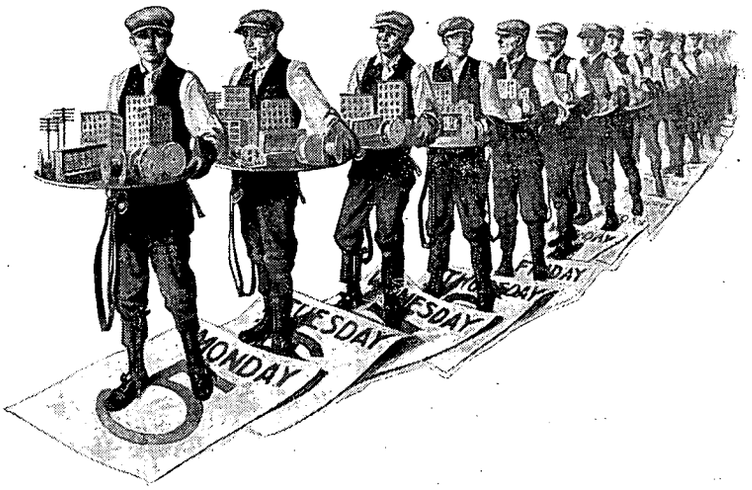
(2) Trial subscription of five months (without Institute membership), $1.....

.....

.....

S. G. 9-23

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



Construction Day by Day

So great and so constant is the growth of demand for telephone service that the Bell System invests throughout the country an average of three-quarters of a million dollars every working day for new telephone plant.

New aerial lines are always under construction or extension, new subways are being dug and cables laid, larger building accommodations are under way, more switchboards are in process of building or installation, and added facilities of every description being mustered into service to care for the half million or more new subscribers linked to the System every year.

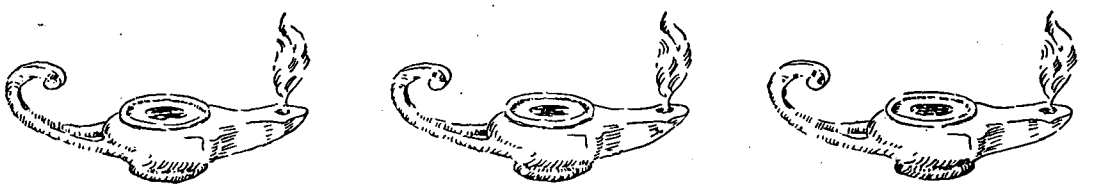
This nation-wide construction, this large expenditure of funds, could not be carried out efficiently or economically by unrelated, independent telephone organizations acting without co-operation in different sections of the country. Neither could it be carried out efficiently or economically by any one organization dictating from one place the activities of all. In the Bell System all the associated companies share common manufacturing and purchasing facilities which save millions of dollars annually. They share scientific discoveries and inventions, engineering achievements, and operating benefits which save further millions. But the management of service in each given territory is in the hands of the company which serves that territory and which knows its needs and conditions.

By thus combining the advantages of union and co-operation with the advantages of local initiative and responsibility, the Bell System has provided the nation with the only type of organization which could spend with efficiency and economy, the millions of dollars being invested in telephone service.

"BELL SYSTEM"
AMERICAN TELEPHONE AND TELEGRAPH COMPANY
AND ASSOCIATED COMPANIES

One Policy, One System, Universal Service, and all directed toward Better Service

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



Students matriculating for the Fall Quarter will find many interesting and instructive courses in the curriculum from which to outline their schedule of study.

Social Case Work

PORTER R. LEE

Social Work and Social Progress
Family Case Work

HENRY W. THURSTON

Child Welfare
Dependent and Delinquent Children
Contemporary and Historical Perspective in Child Welfare

BERNARD GLUECK

The Nature and Varieties of Human Behavior
The Technique of Psychiatry and Mental Hygiene
Clinical Psychiatry
Psychiatric Social Work

HENRY W. THURSTON—GEORGE W. KIRCHWEY

Special Problems in the Work of Probation Officers

MARGARET LEAL

The Method of Social Case Work

MICHAEL M. DAVIS, JR.

Public Health
Medical Social Problems

SAMUEL BRADBURY

Problems of Disease

ALBERT M. STEVENS

Health and Nutrition

Industry

JOHN A. FITCH

Labor Problems
Labor Legislation
Industrial Research

ORDWAY TEAD

Psychology and Industrial Problems
Principles and Practice of Personnel Administration

Community Organization

WALTER W. PETTIT

Seminar in Community Problems
Community Organization

WALTER W. PETTIT—LEROY A. RAMSDELL

Community Problems and Organization

SHELBY M. HARRISON

Social Surveys and Community Studies

Criminology

GEORGE W. KIRCHWEY

Crime and Punishment
Criminal Psychology
The Causes of Delinquency
Probation and Parole
Prison Discipline

Social Research

KATE HOLLADAY CLAGHORN

Methods of Social Research
The Immigrant
Social Investigation

An *Announcement* giving descriptions of the courses will be mailed upon request. The Fall Quarter starts October first.

THE NEW YORK SCHOOL OF SOCIAL WORK
107 East Twenty-Second Street
New York

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED